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ABSTRACT

Results of a descriptive quantitative study to identify personal beliefs and goals shared by effective school principals are presented in this report. Data were collected through an experience sampling study of principals, and through teacher and student attitudinal surveys. The experience sampling stage involved 81 Illinois elementary or secondary principals who were electronically paged at randomly selected times to record current activities, beliefs, and moods. Findings indicate that principals' beliefs most significantly influence leadership effectiveness. An extensive bibliography, 53 tables illustrating the results of responses to the Principal Activity Sampling Form and a copy fo the form are included. (LMI)

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An Experience Sampling Approach to the Study of Principal Instructional Leadership 1: Results from the Principal Activity Sampling Form

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In collaboration with

The University of Michigan

MetriTech, Inc.

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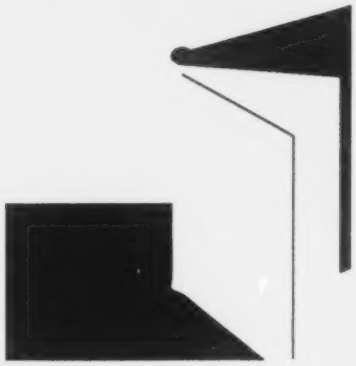

An Experience Sampling Approach to the Study of Principal Instructional Leadership I: Results from the Principal Activity Sampling Form

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Abstract

One of the greatest challenges remaining in the study of instructional leadership is the need to go beyond the purely descriptive level of analysis. This paper is based on a study designed to identify and understand the personal beliefs and goals shared by effective school leaders. During a typical work week, 81 Chicago-area high school principals were electronically paged at randomly selected times. Each time they recorded what they were doing, explained their interpretations of these activities, and described their mood. We have been able to identify predictable patterns within each of these three areas. Each of these factors--activities, beliefs, and moods--varies significantly throughout the day. However, only one--the way a principal interprets a particular activity (beliefs)--is found to be of primary importance in explaining differences between effective and less effective principals. This factor is a much more effective determiner of leadership differences than had formerly been thought.

An Experience Sampling Approach to the Study of Principal Instructional Leadership I: Results From the Principal Activity Sampling Form

For more than a decade, instructional leadership research has focused on characteristics and practices of principals associated with demonstrable improvements in student performance. Despite the broad scope of this research, much of it has remained at a purely descriptive level (Blase, 1987) and has failed to provide operational specification for key constructs.

The latter problem has been the central theme of a programmatic research effort, begun in 1985, which has resulted in the development and validation of a series of interrelated instruments for assessing instructional leadership and the context in which it is exercised (Braskamp & Maehr, 1988a; Stonehouse, 1987; Suddarth, 1987). These instruments include principal self-report measures of leadership and context, teacher ratings of leadership and context, and student ratings of context (see Krug, 1989, for a summary of the research evidence and its theoretical basis).

The need to go beyond the purely descriptive level of analysis, to develop underlying explanatory models, and to consider personal factors that help define the set of behaviors effective administrators use remains a critical assessment problem facing the area of instructional leadership (Murphy, 1988). As Mitchell (in press) has noted, two widely held convictions about leadership are: (1) that leaders take individually coherent approaches to their work, and (2) that leadership behavior is contingent upon context and role. The former, grounded in the everyday observation that some people make better leaders than others, has led to a search for characteristics or indicators that reliably differentiate people (e.g., Ghiselli, 1966; McClelland, 1985). The latter, grounded in the everyday observation that good leaders adapt to situations, led to attempts to delineate specific conditions under which certain leadership styles were more effective than others (e.g., Fiedler, 1964, 1969).

One likely possibility is that the leader's belief system represents an appropriate level for understanding both transituational consistency and contextual

variations in behavior. To illustrate, if the leader's goal is world domination by a super race, as was Hitler's, this may at times require qualitatively very different kinds of behavior, for example, the elimination of interference through subversion (Austria), "diplomacy" (Czechoslovakia), force of arms (Poland), or genocide (the Holocaust). While the importance of individual characteristics and situational contexts cannot be ignored, this suggests that the meaning behavior holds for the individual is a salient factor in explaining leadership.

Theorists have identified important individual differences in how people interpret their own behavior. In particular, as individuals become increasingly expert in an area, they tend to identify their actions at ever higher levels of abstraction. For example, while novice tennis players must concentrate on watching the ball, expert players are more concerned with shot placement or overall strategy. Similarly, expert principals are likely to explain their behavior in terms of global strategies or goals that may be reflected in ostensibly inconsistent activities. Posting the honor roll and

suspending disruptive students from class may both be viewed as legitimate and complementary strategies if the school leader's intent is to communicate the school's educational mission.

One practical consequence of choosing to study beliefs and goals is that we must rely increasingly on individual self-reports as a source of data. Because an external observer has no direct way to validate the intent or purpose of an action, an observer can only legitimately describe behavior. External descriptions may corroborate self-reports of beliefs and goals, but external descriptions can not substitute for them.

This is not to suggest that self-report is without its limitations. Every observation is subject to distortion of some kind. In the study of school leadership, concerns about impression management have led some researchers to rely on more "objective" evidence drawn from teachers' ratings (see e.g., Hallinger, 1984). However, teachers' ratings simply substitute a collection of individual perceptions for a single perception. In doing so, they represent only a

quantitative, not a qualitative, difference from principal self-reports.

Considering these factors and the need to examine the role of personal beliefs and goals in understanding school leadership, we designed a study that provided a multidimensional portrait of the principal and the principal's day. During a typical work week, 81 school principals participated in an experience sampling study (Csikszentmihalyi & Larson, 1987). At randomly selected times throughout the day in response to a pager, principals stopped and completed a short form designed to record what they were doing, their interpretations of that activity, and their feelings at the time. At the end of each day, principals provided other information about the most significant activity of the day and the kinds of events that facilitated or interfered with their effectiveness as instructional leaders. At the end of the week, principals completed two previously validated instruments. These assess five dimensions of instructional leadership and include scales that simultaneously assess principals' perceptions of job

opportunities and the culture or climate of the setting in which the principal works.

The study did not limit itself to principals. Teachers in each school completed Form T of the Instructional Climate Inventory (Maehr, Braskamp, & Ames, 1988), which assesses teachers' perceptions of instructional leadership practices and school climate. Students at selected grade levels (3, 6, 8, and 11) completed Form S of the Instructional Climate Inventory (Braskamp & Maehr, 1988b), which assesses students' perceptions of school climate. The decision to assess all students within specific grades (rather than a random or stratified sample across grades) was suggested by practices followed in large-scale national and state assessment programs. In addition, the design allowed us to link to uniform student achievement data collected at the state level through the Illinois Goal Assessment Program.

The overall design resulted in the accumulation of a massive data base for testing many different, but interrelated, hypotheses. As various analyses are completed, results are being released in a series of

technical reports. This report is concerned with providing a quantitative portrait of the activities, thoughts, and feelings that constitute a principal's day. That is, it reports on data accumulated through the experience-sampling methodology and the Principal Activity Sampling Form that participants completed 25 times during the week. Although largely descriptive, the report presents analyses that examine the relative importance of activities, beliefs, and moods in describing principals and their day. Subsequent reports address the correspondence between retrospective self-reports and direct experience, the relationships between teacher ratings and principal self-reports of instructional leadership, and other topics. In the aggregate, these reports provide additional support for our working definition of instructional leadership, describe models that link school leadership to educational productivity, and analyze several complex measurement issues that confront research on schools as organizations.

Method

Sample

A total of 81 Chicago-area principals (40 of whom were females) and their schools participated in this study. Forty percent of the principals had 1-5 years of experience in the principalship, 40% had 6-15 years of experience, and the remaining 20% had 16 or more years of experience. The breakdown by school level was as follows: elementary-74%; middle school/junior high-21%; high school-5%. With respect to enrollment, 20% of the schools had less than 300 students, 20% had between 300-400 students, and 60% of the schools had over 500 students.

A variety of approaches were used to recruit principals for this study. Three Illinois Educational Service Centers (ESCs) provided assistance and coordination. At two locations, the ESC director personally contacted superintendents about the study and requested their help in the dissemination of information. Principals were informed of the study and given a name to contact for further information. At the

third location, the research team contacted principals directly by phone.

Instruments

Signaling device. In order to collect on-line accounts of behavior, each principal was given a radio paging receiver. All pagers were simultaneously activated. The effective operating range of the pagers was broad enough so that there was no need to constrain the daily activities of the principals. They were free to travel considerable distances from the school, for example, and still remain within paging range.

Principal Activity Sampling Form. Immediately following each signal, principals completed the Principal Activity Sampling Form (PASF). This instrument was designed to describe the activity in which the principal was engaged, the principal's interpretation of that activity in terms of five empirically defined domains of instructional leadership (Defining Mission, Managing Curriculum, Supervising Teaching, Monitoring Student Progress, and Promoting School Climate), and the principal's mood at the time. A copy of the PASF is included in the Appendix.

The PASF consists of one open-ended question ("What are you doing right now?") followed by 52 multiple-choice items. One set of 18 items that begins with the prompt, "At this moment, I am" asks principals simply to describe the activity (e.g., conducting an assembly, visiting a classroom, on the telephone, alone, etc.). A separate set of items asks the principal to interpret the activity and its importance in terms of the five instructional leadership dimensions previously described. Another section of the form was designed to assess mood. Although mood has not been previously considered as a critical factor in leadership research, its inclusion in the present study provided an interesting reference point against which to evaluate principals' activities and thoughts. The selection of adjectives was intended to sample the most important dimensions that research on affect has previously identified (see e.g., Curran & Cattell, 1971; Green & Nowlis, 1957; Russell & Mehrabian, 1977).

The PASF was designed so that it would take no more than 3-4 minutes to complete. Prior to its use in the main study, the PASF and the experience sampling

methodology itself were piloted on a sample of six principals. Based on results from the pilot, some modifications were made to the items and to the methodology.

Procedure

The study was conducted during three consecutive weeks. The day before the actual testing was to begin, participants attended an orientation meeting. During this meeting, each principal was provided with a pager, 25 copies of the PASF, and additional testing material (as described above) for themselves, their teachers, and their students. In addition, principals were given both written and oral instructions on how to operate the pager. Before the close of the orientation meeting, principals practiced operating their pagers and filling out the PASF.

In the majority of experience sampling studies, participants are signaled 7-10 times each day for seven consecutive days (Csikszentmihalyi & Larson, 1987). However, based on feedback from principals who participated in the pilot study, we modified this procedure to fit more closely with the principals' work

week. Consequently, principals were paged five times each day between the hours of 7:00 a.m. and 9:00 p.m. for five working days. The paging schedule was randomly generated by computer. The paging schedule varied across days as well as across weeks, and the minimum time between pages was set at 15 minutes. All principals participating during the same week followed the same paging schedule.

There are several advantages to the present methodology. Because individuals report and interpret their behavior at the time it occurs, the data are minimally influenced by memory biases. In addition, unlike structured observations or shadowing, this approach provides an opportunity to probe the individual's beliefs and feelings simultaneously with behavior. How these three elements combine to describe a principal's day will shortly be seen.

Results

Tables 1 through 52 present results from the Principal Activity Sampling Form (PASF). Each table begins with a chart that shows the mean response of

principals to a single item in the PASF at each hour of the day. Because principals were paged at different times on different days during each week, the number of observations varies from hour to hour. For simplicity, results were rounded to the nearest hour. Thus, 9:00 a.m. represents all observations made between 8:30 a.m. and 9:29 a.m.

Items 1 through 31 were answered on a five-point scale: not at all (0), a little (1), somewhat (2), a lot (3), a great deal (4). Items 32 through 52 were answered dichotomously: no (0), yes (1).

Two-way analyses of variance (ANOVAs) were carried out for each item. In each analysis, item response was the dependent variable. Principal ("persons") and time of day ("times") represented the independent variables. Since principals completed the forms on one of three different schedules, time of day varied across participant and represented a potentially testable factor. Although preliminary analyses suggested that there may be significant Principal X Time of Day interactions for certain items (especially mood), there was no truly satisfactory way to test them in the

present study (i.e., there was no systematic replication pattern within hours across principals that would yield an appropriate error mean square). Also, individually distinctive patterns of response during the day, however interesting, were not a primary concern of the study. Consequently, this source of variation was pooled with other sources to form a common error term.

The resulting ANOVA design permitted us to test whether there were significant differences across principals in responses to individual items of the PASF and whether changes from hour to hour were systematic or random. The first corresponds to a test of individual differences. If the item is one that reliably differentiates people (e.g., eye color) the *F* should be significant. If the item is one that shows little predictable variation from person to person (e.g., number of toes), the *F* should be nonsignificant. When the entire day is considered, self-reports of feeling sluggish (see Table 28) are those that most significantly differentiate principals and, in general, the entire set of mood items shows the most individual differences. On the other hand, telephone behavior (see

Table 33) is the least useful of the PASF items in describing differences among principals. In general, the activity items show the smallest reliable individual differences.

The second test asks whether responses across principals vary predictably throughout the day. If, for example, we were to study an entire 25-hour period and include the question, "Are you asleep?" we would expect a highly significant F because most people sleep at night and are awake during the day. An inspection of the ANOVA results based on the entire day's sampling and the visual plots suggested a very clear differentiation between hours during which students are normally present and hours during which students are not normally present. For this reason, two other sets of ANOVAs were carried out: one for observations made before 3:30 p.m. and one for observations made after 3:30 p.m. Even when the observations are separately examined within these two time frames, hourly variation is still quite significant.

Table 53 presents the numeric results from which the graphs in Tables 1 through 52 were generated.

Discussion

Tables 1-52 provide a fairly detailed portrait of the principal's day. Most of the items we evaluated in the PASF show predictable patterns of change throughout the day. However, the following observations appear particularly interesting.

As we had anticipated, there are variations in the activities principals pursue and how they pursue them. On average, however, about as much of the predictable variation of those activities can be explained by time of day as by differences among principals. When we average across the purely descriptive items in the PASF (Tables 32-49), the average *F* for time of day (observations before 3:30 p.m. only) is somewhat larger than that for persons (2.46 vs. 1.77). On the other hand, when we consider the interpretive items in the PASF (Tables 1-23), the average *F* associated with time of day is approximately the same (2.28), but the average *F* associated with principals is nearly twice as large (3.32). That is, principals' beliefs about what they are doing are as effective in describing momentary variations as what principals do. However, they are

much more significant in explaining differences among principals. Precisely how that distinction relates to effective leadership is the subject of a separate technical report (8C2104-102; Scott, Ahadi, & Krug, 1989).

The differences between measurements made before and after approximately 3:30 p.m. represent a significant dichotomy in a principal's day. For most principals the day changes dramatically when students leave, but not necessarily for the better. As Table 23 shows, principals' ratings of satisfaction also drop precipitously at 3:30 p.m. Apparently, much of the satisfaction they derive is related to opportunities to work with, and interact with, students.

On the other hand, leadership itself and opportunities for providing leadership do not end when students leave the building. Many principals, although certainly not all in our sample, find numerous opportunities for communicating school goals, working on curriculum issues, and providing a positive school climate after 3:30.

The mood component of the PASF and the predictably large variation across principals, which, on average, is about twice that associated with the belief items, offer some intriguing hypotheses for further research. Although we do not hypothesize that mood drives leadership, it may represent an important moderator of effectiveness. This possibility merits further exploration.

A principal's day is a kaleidoscope of changing events, activities, stresses, and rewards. Amid what may at first glance appear to be chaos, we can identify predictable patterns of activities, beliefs, and moods. Each of these factors--activities, beliefs, and moods--functions about equally well in marking changes from hour to hour. In terms of marking changes from principal to principal, however, beliefs appear to be much more important than may have previously been thought by those who study instructional leadership.

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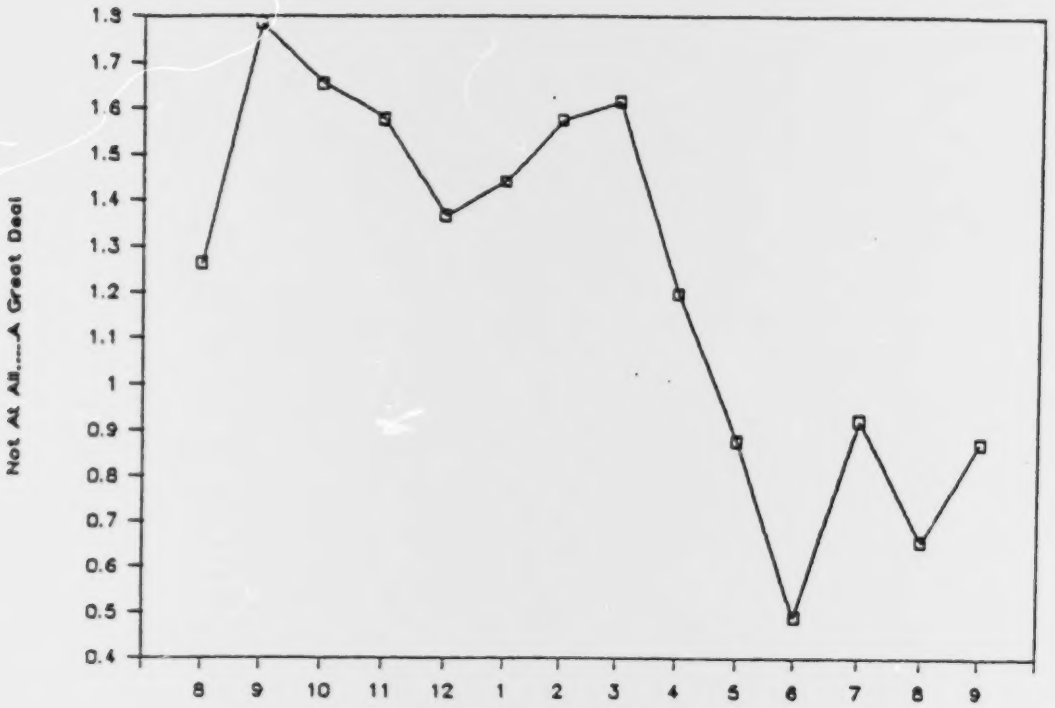
Table 1



RIGHT NOW I AM DEFINING AND/OR COMMUNICATING A SCHOOL GOAL(S).

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	621.83	80	7.77	4.31
Between Times	213.09	13	16.39	9.09
Persons X Times	2968.73	1647	1.80	

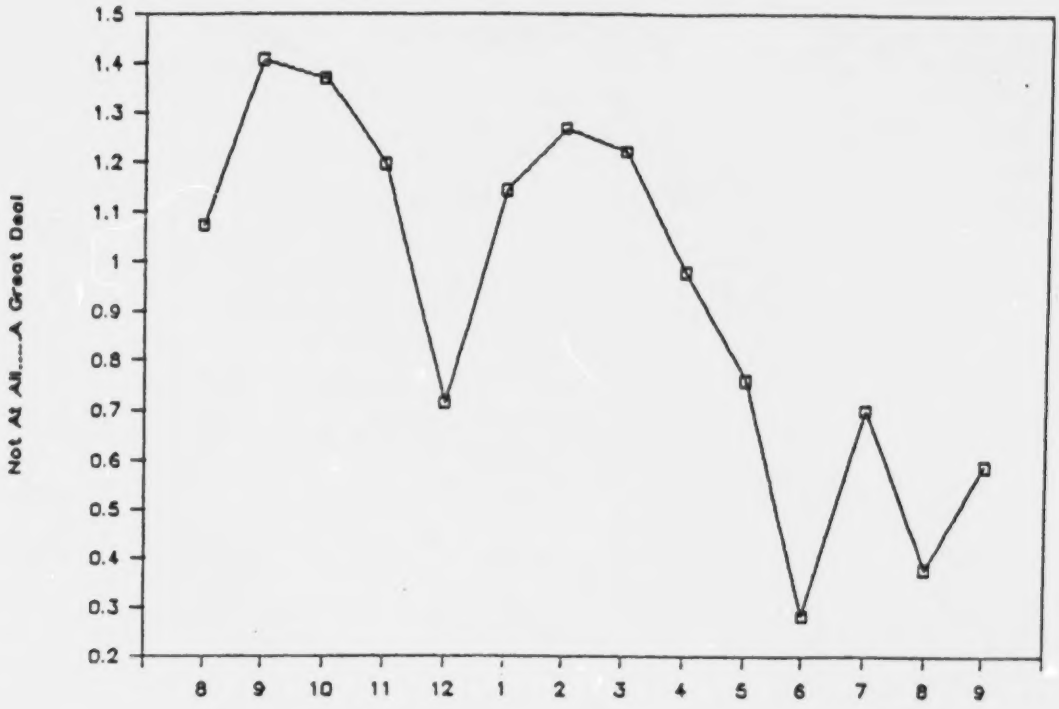
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	541.30	80	6.77	3.58
Between Times	30.83	7	4.40	2.33
Persons X Times	2047.50	1083	1.89	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	271.93	79	3.44	2.29
Between Times	24.67	5	4.93	3.28
Persons X Times	729.84	485	1.50	

Table 2



RIGHT NOW I AM DEALING WITH A CURRICULUM ISSUE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	455.80	80	5.70	3.03
Between Times	152.77	13	11.75	6.26
Persons X Times	3115.29	1659	1.88	

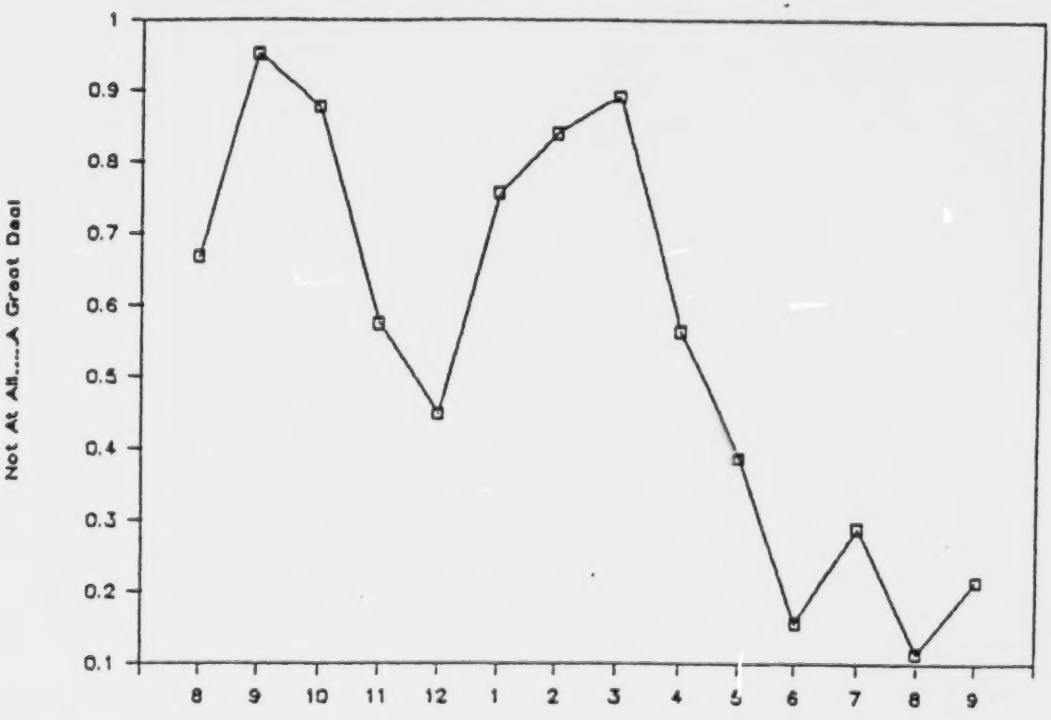
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	412.25	80	5.15	2.50
Between Times	28.01	7	4.00	1.94
Persons X Times	2247.23	1090	2.06	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	274.13	79	3.47	2.67
Between Times	27.19	5	5.44	4.18
Persons X Times	637.47	490	1.30	

Table 3



RIGHT NOW I AM HELPING A TEACHER ON A STRATEGY TO IMPROVE ACHIEVEMENT.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	303.37	80	3.79	2.62
Between Times	108.40	13	8.34	5.77
Persons X Times	2383.37	1648	1.45	

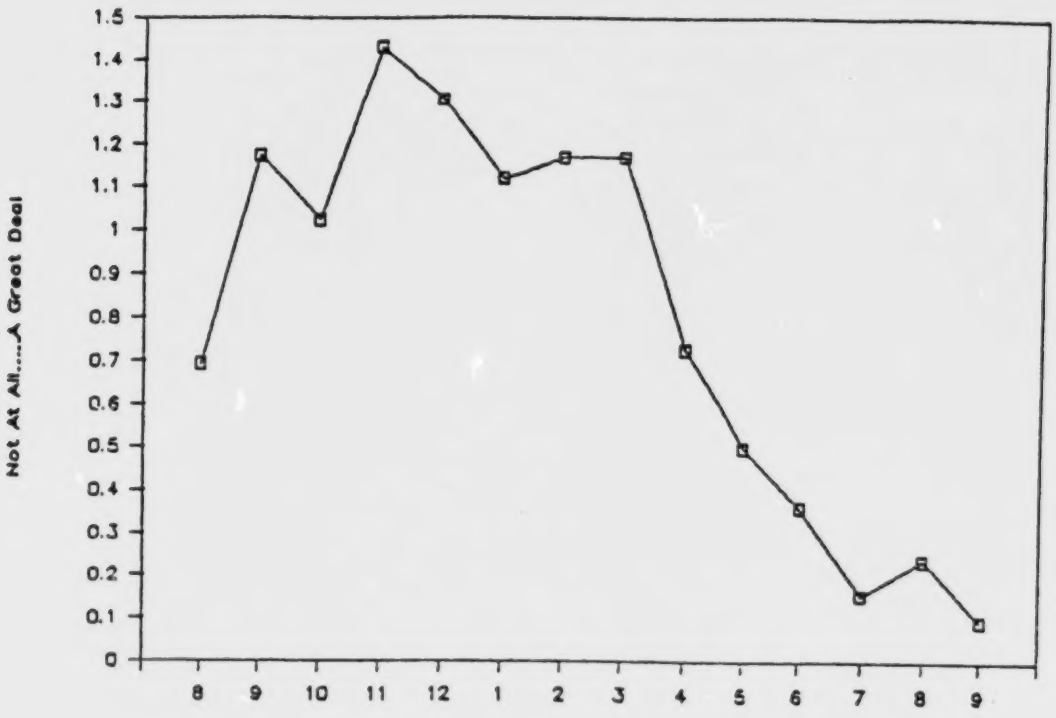
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	332.10	80	4.15	2.48
Between Times	20.17	7	2.88	1.72
Persons X Times	1817.99	1084	1.68	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	113.74	79	1.44	1.65
Between Times	12.90	5	2.58	2.96
Persons X Times	422.91	485	0.87	

Table 4



RIGHT NOW I AM MONITORING STUDENTS' PROGRESS.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	459.33	80	5.74	3.56
Between Times	231.12	13	17.78	11.01
Persons X Times	2678.94	1659	1.61	

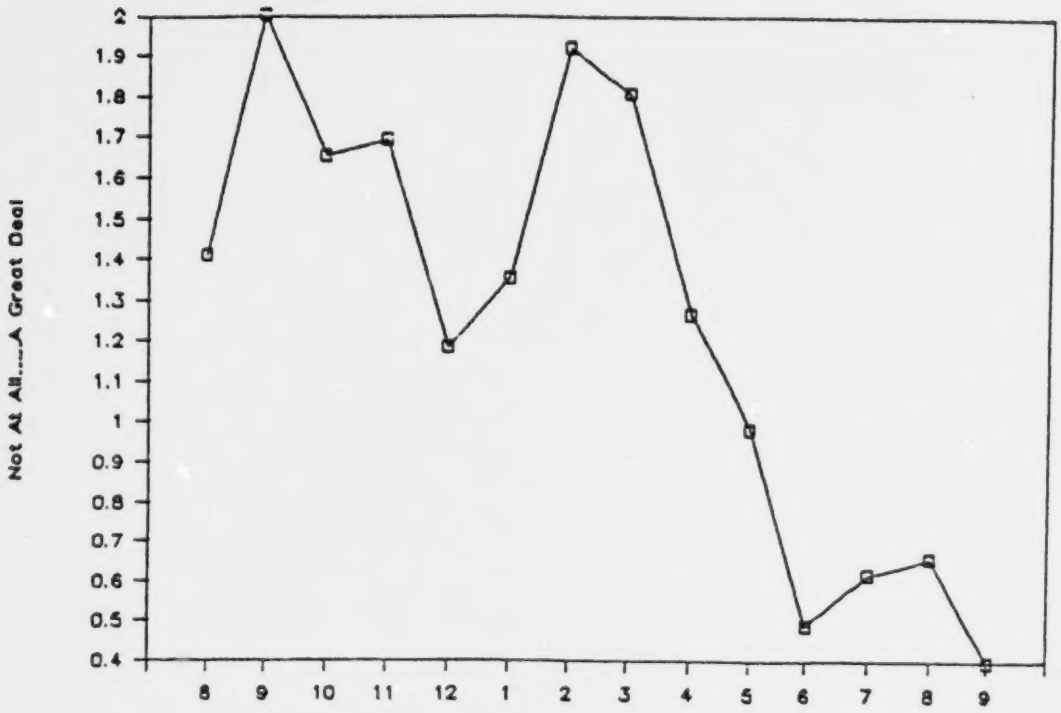
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	485.38	80	6.07	3.26
Between Times	42.26	7	6.04	3.24
Persons X Times	2022.78	1086	1.86	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	122.66	79	1.55	1.51
Between Times	26.82	5	5.36	5.22
Persons X Times	507.45	494	1.03	

Table 5



RIGHT NOW I AM INVOLVING OTHERS IN DECISION MAKING.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	593.80	80	7.42	3.43
Between Times	346.15	13	26.63	12.29
Persons X Times	3600.40	1662	2.17	

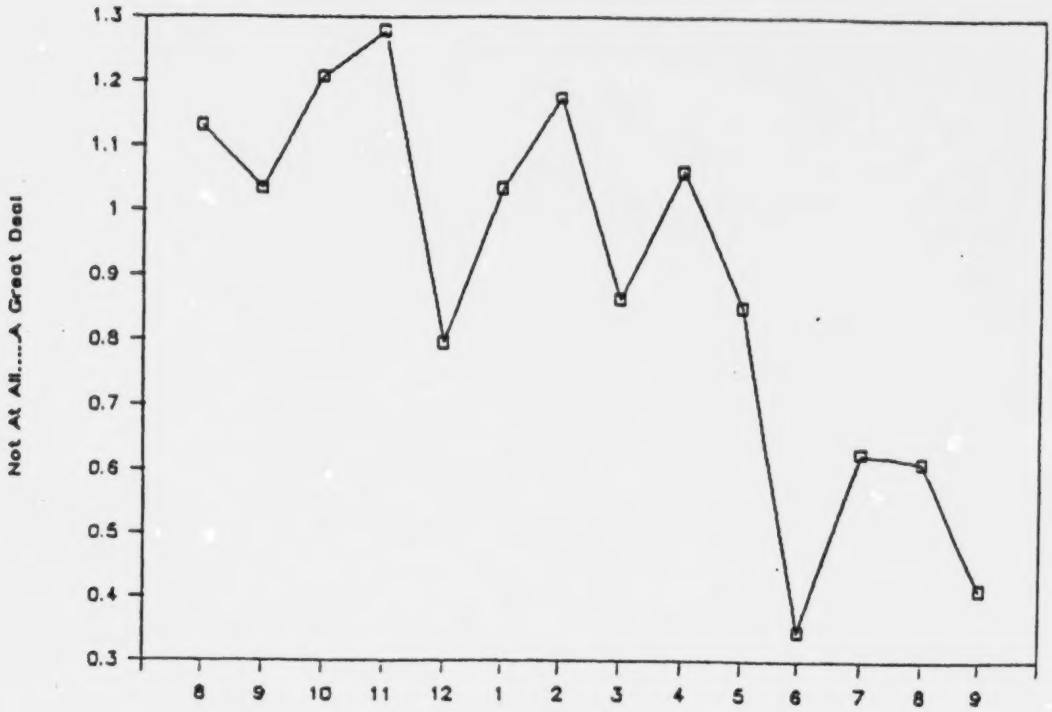
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	491.78	80	6.15	2.60
Between Times	69.64	7	9.95	4.21
Persons X Times	2567.67	1087	2.36	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	334.40	79	4.23	2.62
Between Times	48.21	5	9.64	5.98
Persons X Times	800.34	496	1.61	

Table 6



RIGHT NOW I AM DEALING WITH CORRESPONDENCE/FORMS/REPORTS/MEMOS.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	447.28	80	5.59	2.53
Between Times	83.63	13	6.43	2.91
Persons X Times	3691.81	1669	2.21	

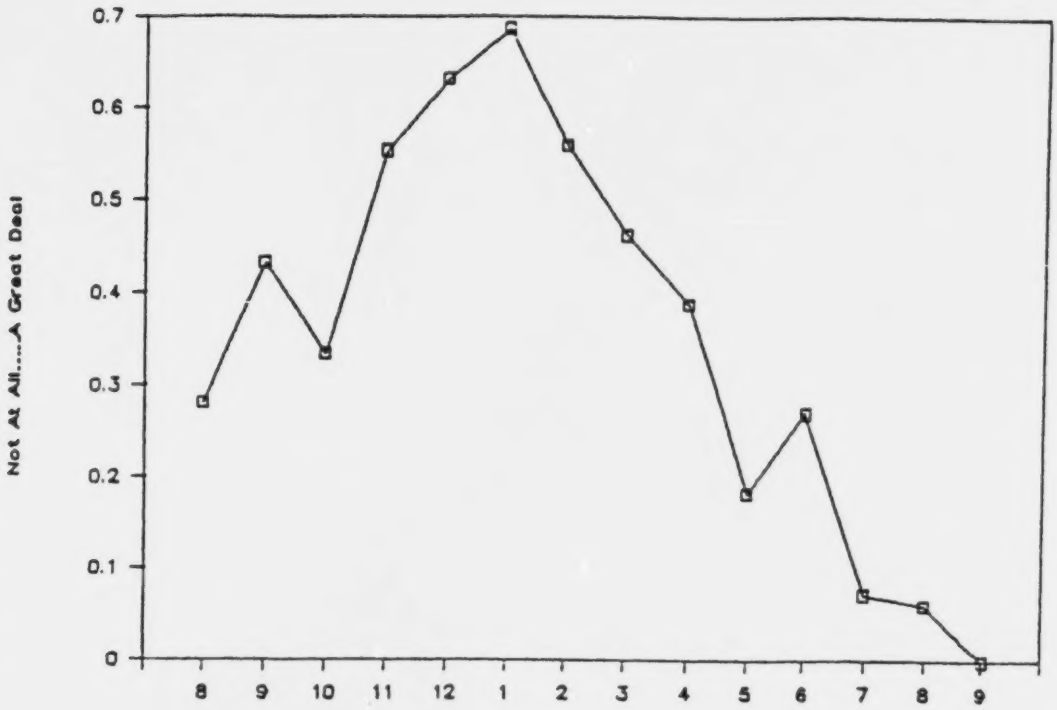
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	475.26	80	5.94	2.68
Between Times	23.05	7	3.29	1.49
Persons X Times	2400.83	1084	2.21	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	215.18	79	2.72	1.32
Between Times	30.61	5	6.12	2.96
Persons X Times	1047.82	506	2.07	

Table 7



RIGHT NOW I AM PROVIDING FOLLOWUP TO DISCIPLINARY REFERRAL.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	214.89	80	2.69	2.62
Between Times	58.07	13	4.47	4.36
Persons X Times	1723.29	1682	1.02	

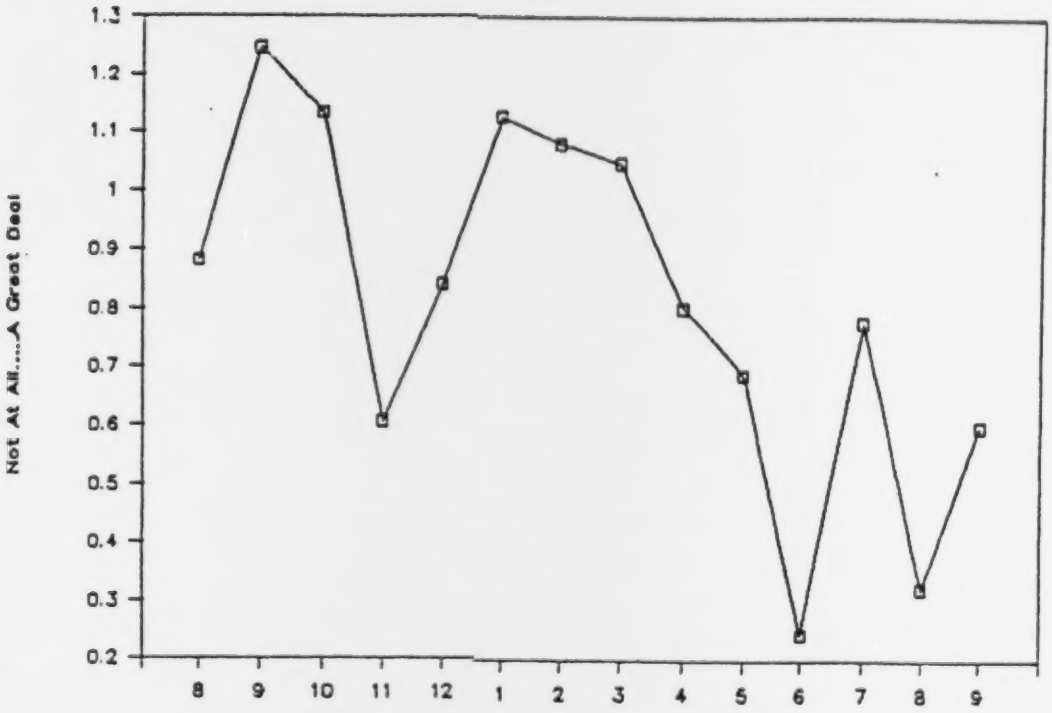
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	246.27	80	3.08	2.53
Between Times	21.01	7	3.00	2.47
Persons X Times	1325.87	1091	1.22	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	58.38	79	0.74	1.23
Between Times	9.84	5	1.97	3.27
Persons X Times	307.66	512	0.60	

Table 8



RIGHT NOW I AM CREATING EXCITEMENT ABOUT TEACHING AND LEARNING.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	511.08	80	6.39	4.34
Between Times	110.85	13	8.53	5.80
Persons X Times	2452.12	1667	1.47	

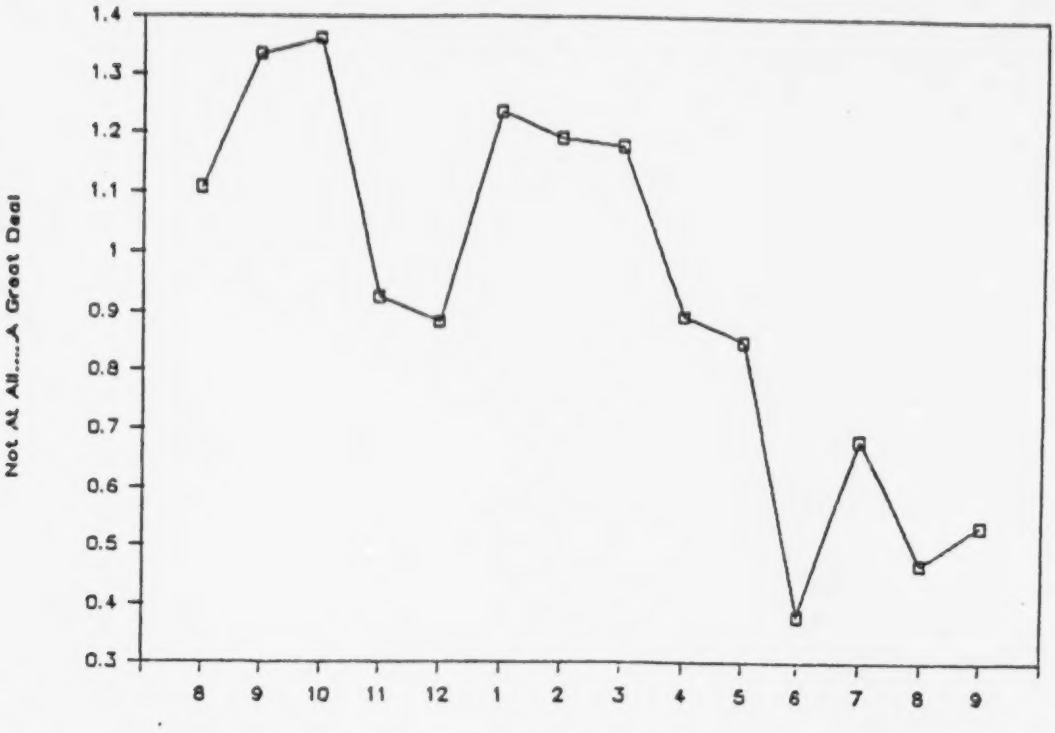
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	460.06	80	5.75	3.70
Between Times	29.20	7	4.17	2.68
Persons X Times	1690.26	1087	1.55	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	183.91	79	2.33	1.85
Between Times	20.41	5	4.08	3.25
Persons X Times	628.97	501	1.26	

Table 9



RIGHT NOW I AM CONTRIBUTING TO CURRICULUM IMPROVEMENT.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	555.54	80	6.94	3.96
Between Times	124.04	13	9.54	5.44
Persons X Times	2931.88	1672	1.75	

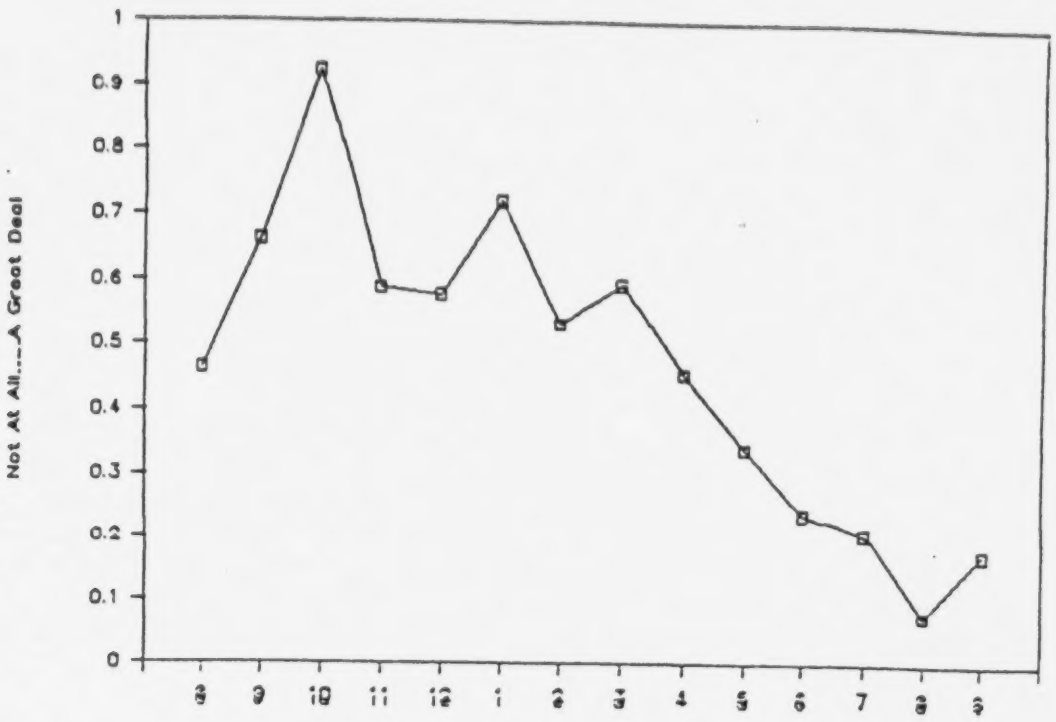
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	493.77	80	6.17	3.32
Between Times	20.09	7	2.87	1.54
Persons X Times	2022.82	1089	1.86	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	272.42	79	3.45	2.49
Between Times	18.32	5	3.66	2.64
Persons X Times	698.41	504	1.39	

Table 10



RIGHT NOW I AM SUPERVISING TEACHING.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	372.63	80	4.66	3.90
Between Times	80.29	13	6.18	5.17
Persons X Times	1995.69	1670	1.20	

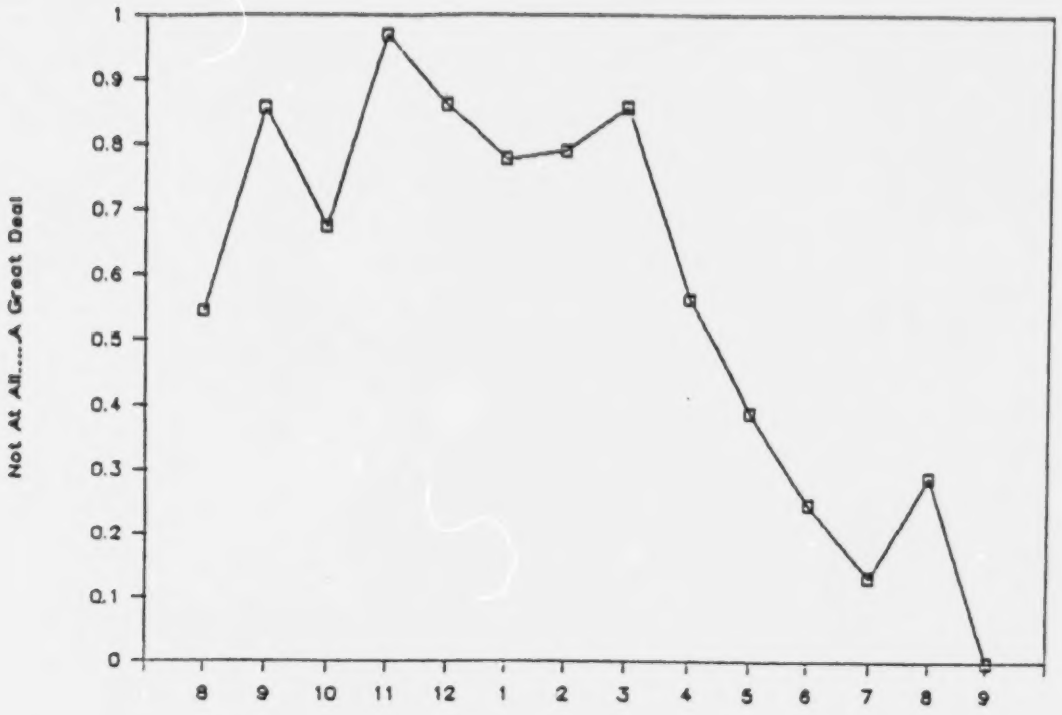
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	344.98	80	4.31	3.01
Between Times	23.79	7	3.40	2.37
Persons X Times	1564.77	1092	1.43	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	137.16	79	1.74	2.70
Between Times	8.79	5	1.76	2.73
Persons X Times	321.41	499	0.64	

Table 11



RIGHT NOW I AM REVIEWING A STUDENT'S RECORD OR PERFORMANCE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	350.27	80	4.38	2.88
Between Times	102.94	13	7.92	5.22
Persons X Times	2533.92	1669	1.52	

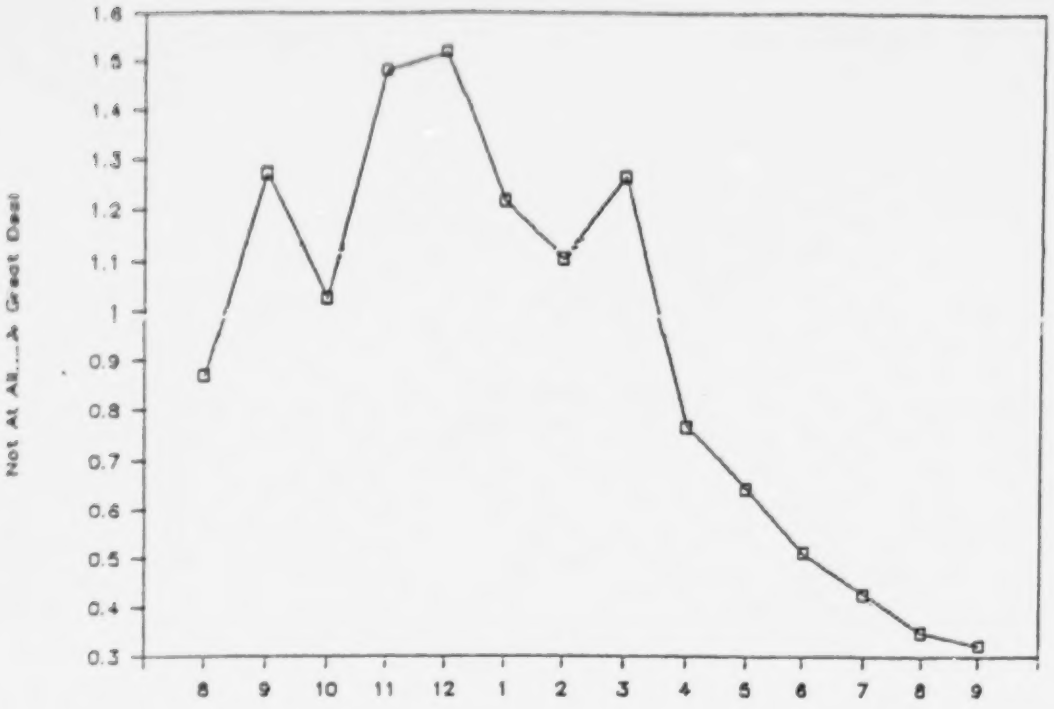
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	384.07	80	4.80	2.73
Between Times	17.00	7	2.43	1.38
Persons X Times	1913.59	1090	1.76	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	105.41	79	1.33	1.39
Between Times	16.02	5	3.20	3.33
Persons X Times	481.12	500	0.96	

Table 12



RIGHT NOW I AM REDUCING CONFLICT.

ANOVA Summary Table (all observations)

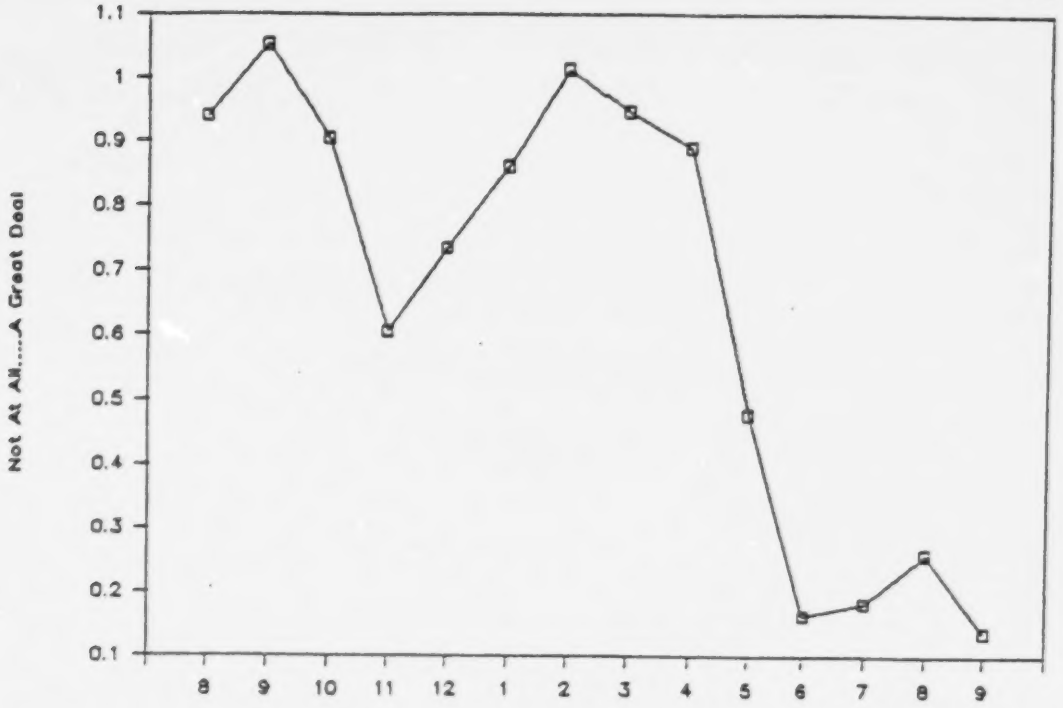
Source	SS	df	MS	F
Between Persons	666.86	80	8.34	5.36
Between Times	191.99	13	14.77	9.49
Persons X Times	2610.15	1677	1.56	

ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	579.34	80	7.24	4.11
Between Times	37.55	7	5.36	3.05
Persons X Times	1925.86	1094	1.76	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	260.02	79	3.29	3.24
Between Times	13.92	5	2.78	2.74
Persons X Times	511.79	504	1.02	



RIGHT NOW I AM KEEPING A TEACHER(S) INFORMED ABOUT HOW A SITUATION IS PROGRESSING.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	436.39	80	5.45	3.52
Between Times	136.48	13	10.50	6.78
Persons X Times	2594.65	1675	1.55	

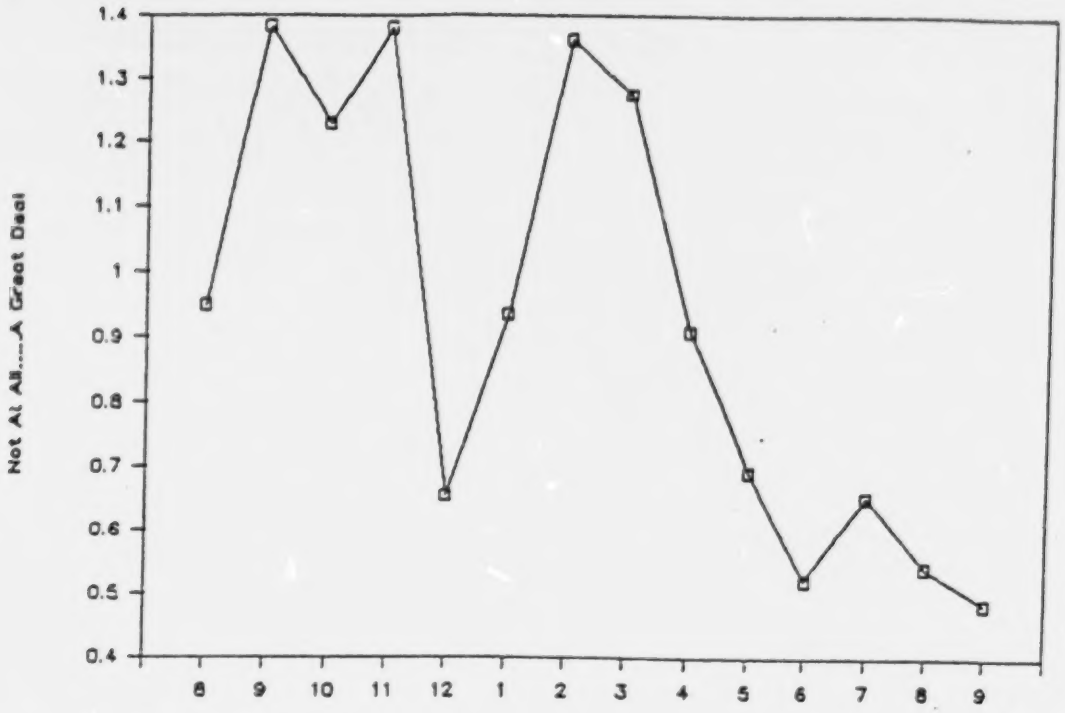
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	411.32	80	5.14	2.91
Between Times	12.73	7	1.82	1.03
Persons X Times	1925.80	1090	1.77	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	166.49	79	2.11	2.02
Between Times	45.32	5	9.06	8.69
Persons X Times	527.43	506	1.04	

Table 14



RIGHT NOW I AM SEEKING ADVICE ABOUT A SCHOOL ISSUE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	699.20	80	8.74	5.09
Between Times	146.16	13	11.24	6.55
Persons X Times	2870.50	1673	1.72	

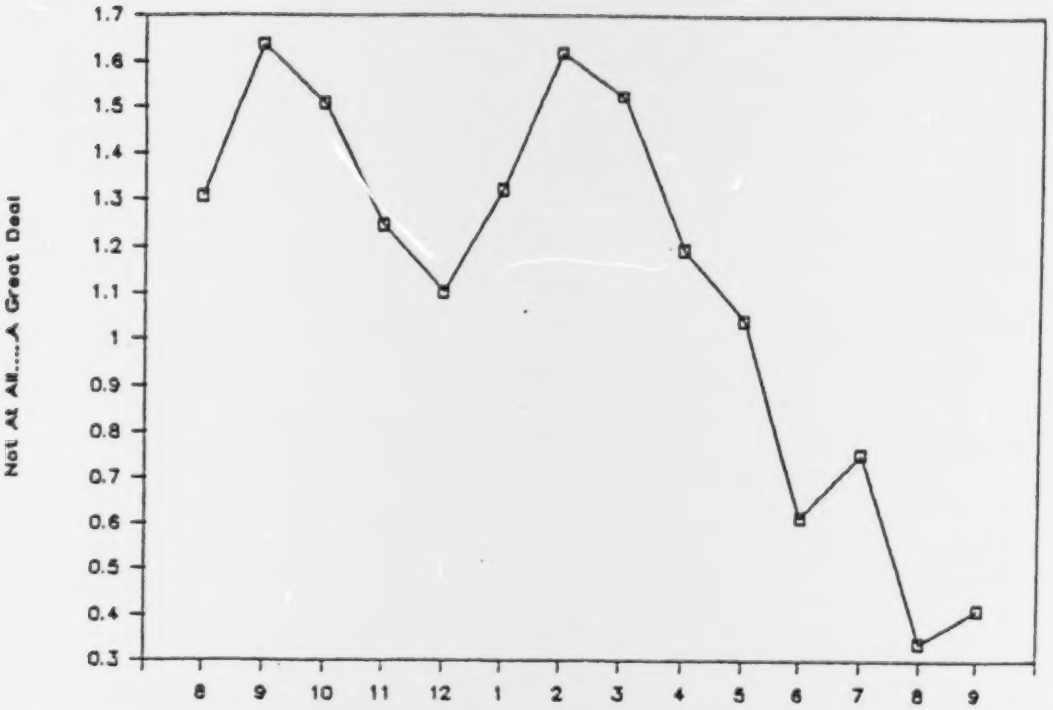
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	623.07	80	7.79	4.32
Between Times	48.31	7	6.90	3.83
Persons X Times	1961.29	1088	1.80	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	280.15	79	3.55	2.54
Between Times	11.44	5	2.29	1.64
Persons X Times	705.20	506	1.39	

Table 15 -



RIGHT NOW I AM FINDING RESOURCES TO HELP OTHERS DO A GOOD JOB.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	715.32	80	8.94	4.65
Between Times	201.35	13	15.49	8.06
Persons X Times	3216.62	1673	1.92	

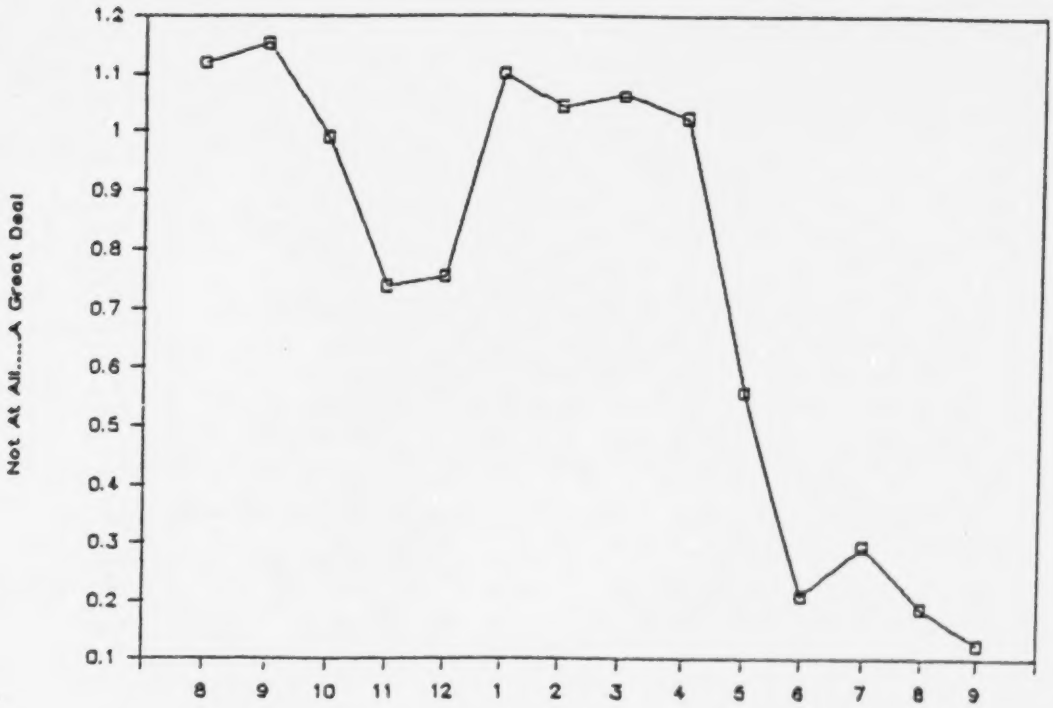
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	641.70	80	8.02	4.04
Between Times	25.38	7	3.63	1.83
Persons X Times	2157.45	1087	1.98	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	330.98	79	4.19	2.65
Between Times	51.41	5	10.28	6.50
Persons X Times	801.80	507	1.58	

Table 16



RIGHT NOW I AM PROVIDING FEEDBACK TO A TEACHER(S).

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	632.20	80	7.90	4.76
Between Times	174.64	13	13.43	8.08
Persons X Times	2781.79	1674	1.66	

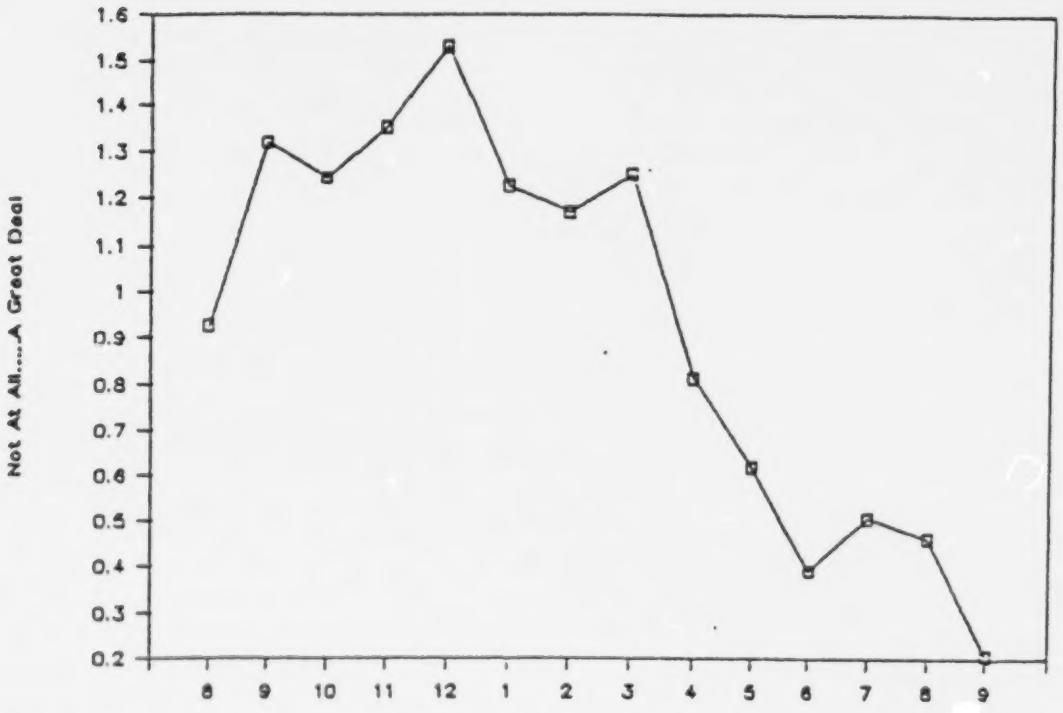
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	559.09	80	6.99	3.62
Between Times	14.32	7	2.05	1.06
Persons X Times	2099.20	1087	1.93	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	232.90	79	2.95	2.86
Between Times	59.62	5	11.92	11.59
Persons X Times	522.79	508	1.03	

Table 17



RIGHT NOW I AM COMMUNICATING EXPECTATIONS FOR STUDENT PERFORMANCE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	647.31	80	8.09	4.52
Between Times	191.91	13	14.76	8.25
Persons X Times	2974.51	1662	1.79	

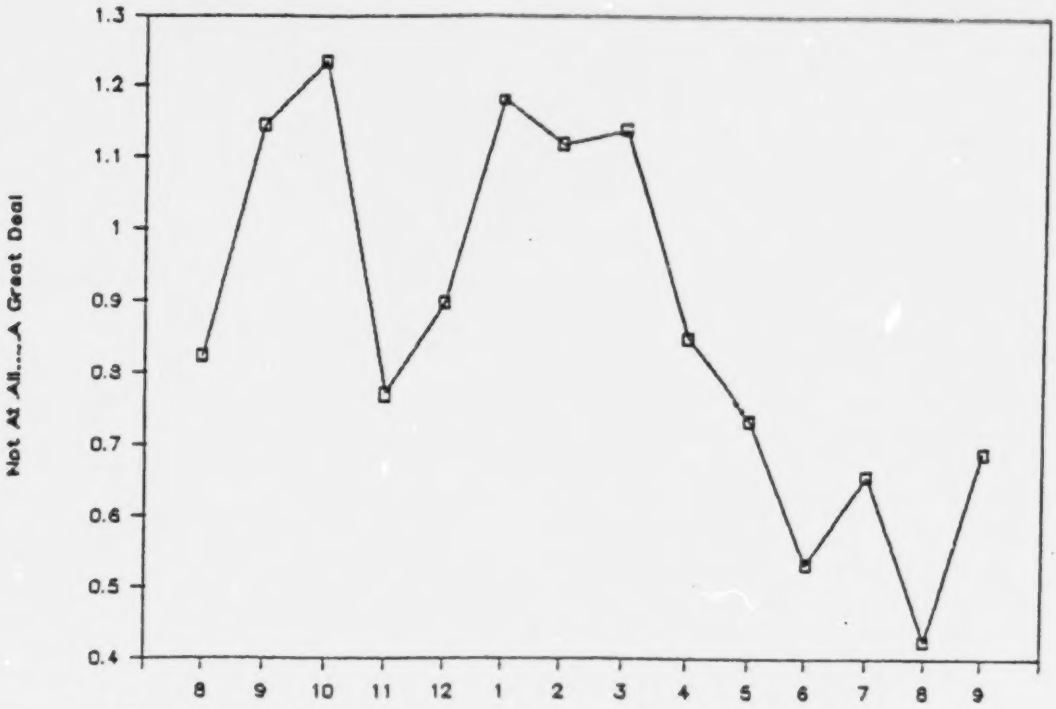
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	623.18	80	7.79	4.00
Between Times	23.37	7	3.34	1.71
Persons X Times	2115.32	1086	1.95	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	198.99	79	2.52	1.83
Between Times	15.17	5	3.03	2.20
Persons X Times	684.33	497	1.38	

Table 18



RIGHT NOW I AM PRAISING ANOTHER'S WORK.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	668.45	80	8.36	5.28
Between Times	95.17	13	7.32	4.62
Persons X Times	2626.90	1659	1.58	

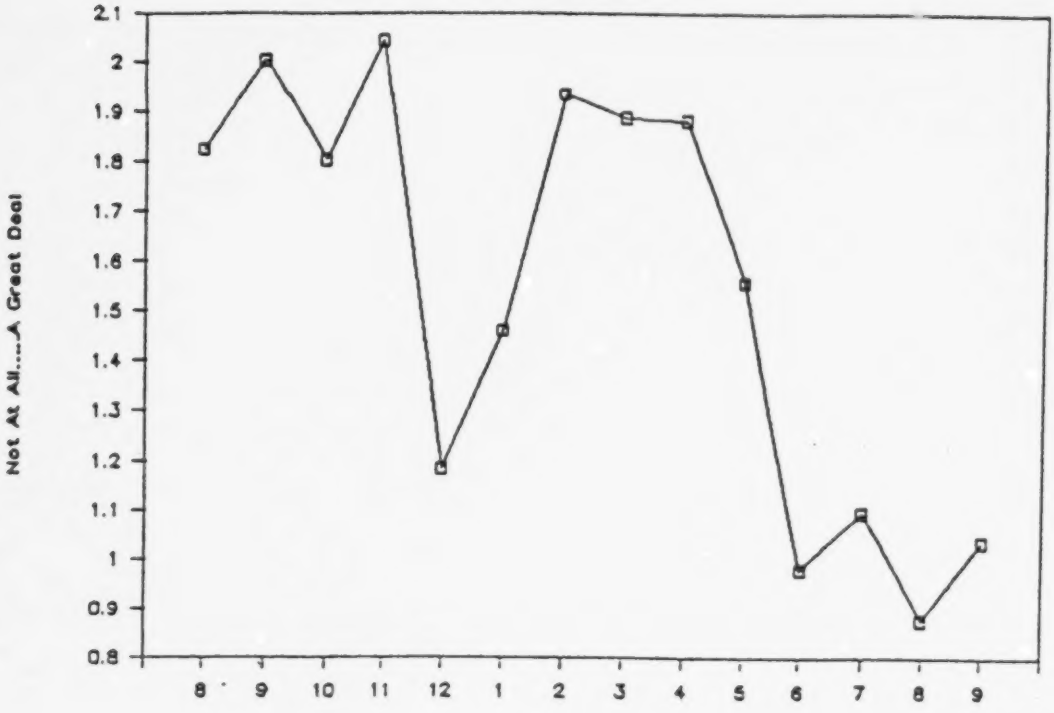
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	547.21	80	6.84	4.00
Between Times	27.53	7	3.93	2.30
Persons X Times	1862.26	1089	1.71	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	251.71	79	3.19	2.47
Between Times	9.95	5	1.99	1.54
Persons X Times	634.18	491	1.29	

Table 19



RIGHT NOW I AM PLANNING FOR UPCOMING ACTIVITIES.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	955.46	80	11.94	4.88
Between Times	189.38	13	14.57	5.96
Persons X Times	4077.45	1667	2.45	

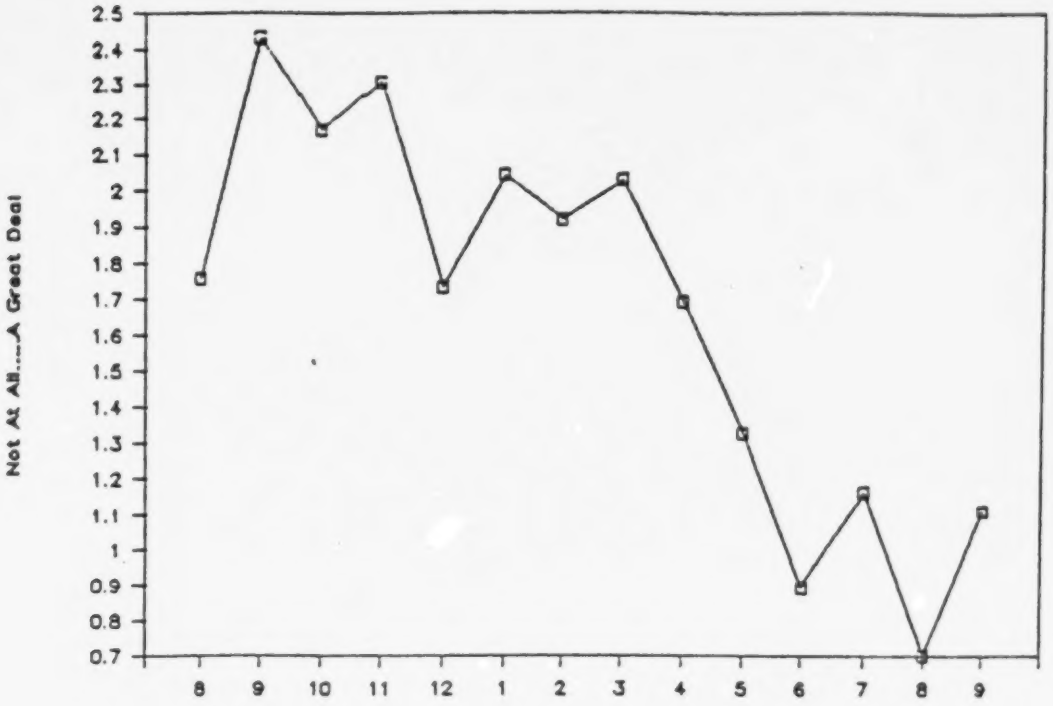
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	724.26	80	9.05	3.67
Between Times	53.90	7	7.70	3.13
Persons X Times	2683.11	1089	2.46	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	525.88	79	6.66	3.02
Between Times	78.35	5	15.67	7.11
Persons X Times	1099.66	499	2.20	

Table 20



WHAT I'M DOING WILL HAVE IMPACT ON STUDENT ACHIEVEMENT.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	685.03	80	8.56	4.47
Between Times	350.12	13	26.93	14.05
Persons X Times	3186.55	1662	1.92	

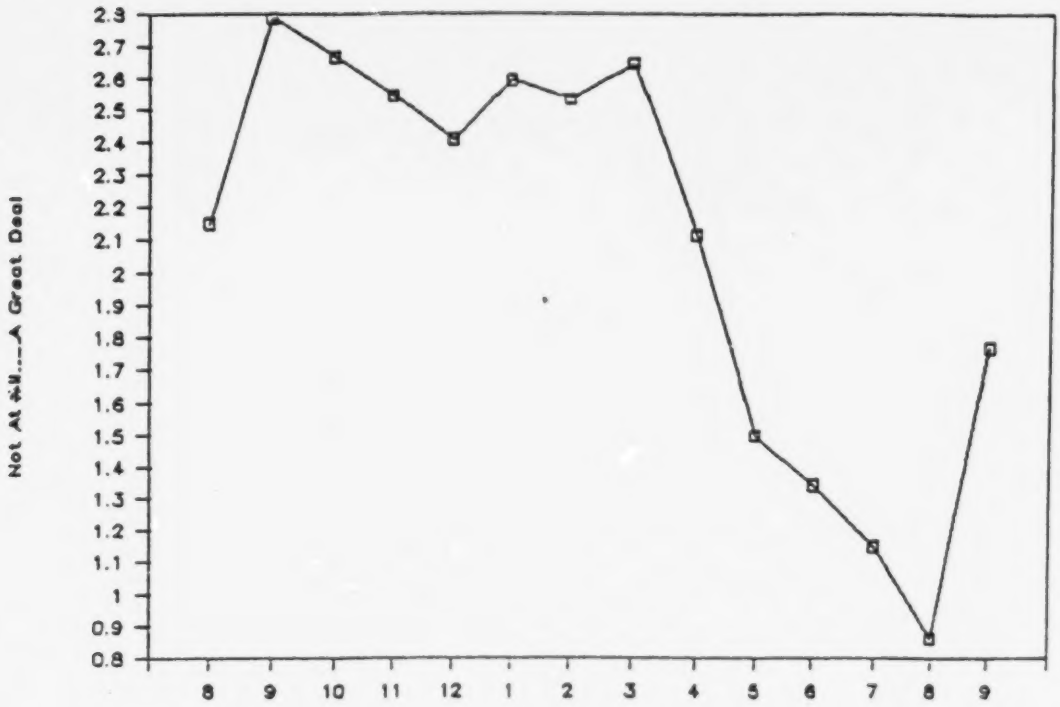
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	589.84	80	7.37	3.91
Between Times	53.07	7	7.58	4.02
Persons X Times	2057.66	1090	1.89	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	331.30	79	4.19	2.32
Between Times	56.51	5	11.30	6.24
Persons X Times	892.78	493	1.81	

Table 21



I'M RECEIVING A LOT OF COOPERATION FROM OTHERS.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	521.05	80	6.51	3.44
Between Times	559.17	13	43.01	22.74
Persons X Times	3141.67	1661	1.89	

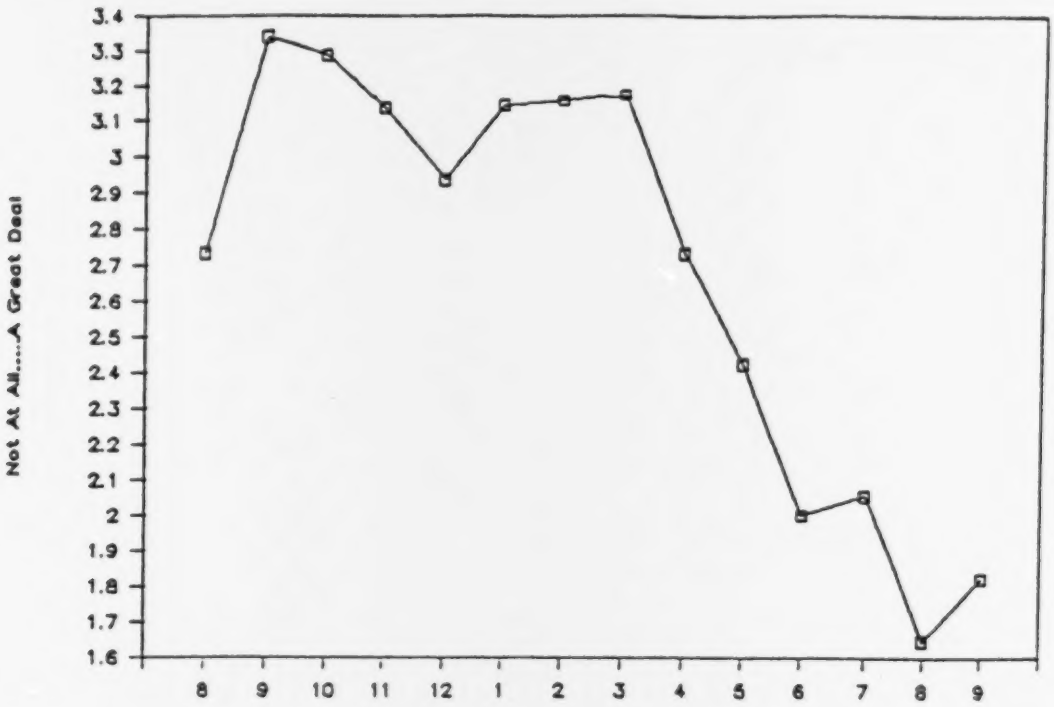
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	345.39	80	4.32	2.53
Between Times	44.09	7	6.30	3.70
Persons X Times	1858.44	1091	1.70	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	371.80	79	4.71	2.13
Between Times	96.77	5	19.35	8.74
Persons X Times	1087.09	491	2.21	

Table 22



WHAT I'M DOING IS IMPORTANT.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	496.98	80	6.21	4.31
Between Times	389.88	13	29.99	20.82
Persons X Times	2400.19	1666	1.44	

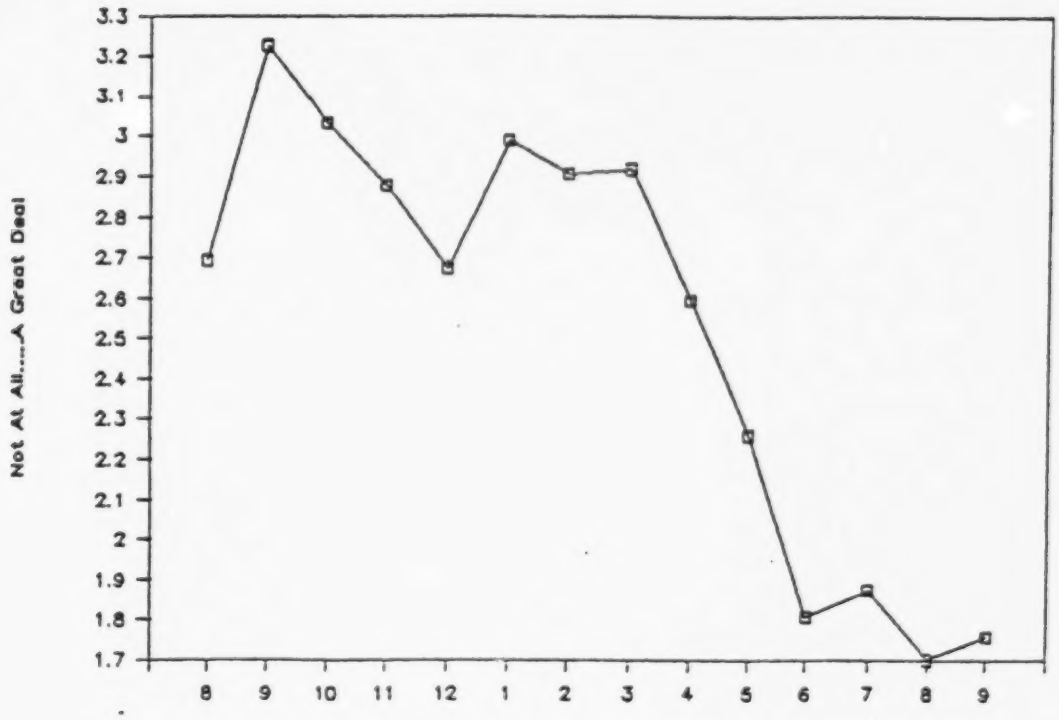
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	246.56	80	3.08	2.92
Between Times	42.68	7	6.10	5.78
Persons X Times	1155.66	1095	1.06	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	572.22	79	7.24	3.86
Between Times	75.37	5	15.07	8.04
Persons X Times	922.73	492	1.88	

Table 23



I'M SATISFIED WITH WHAT I AM DOING.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	602.49	80	7.53	5.00
Between Times	333.08	13	25.62	17.00
Persons X Times	2511.77	1667	1.51	

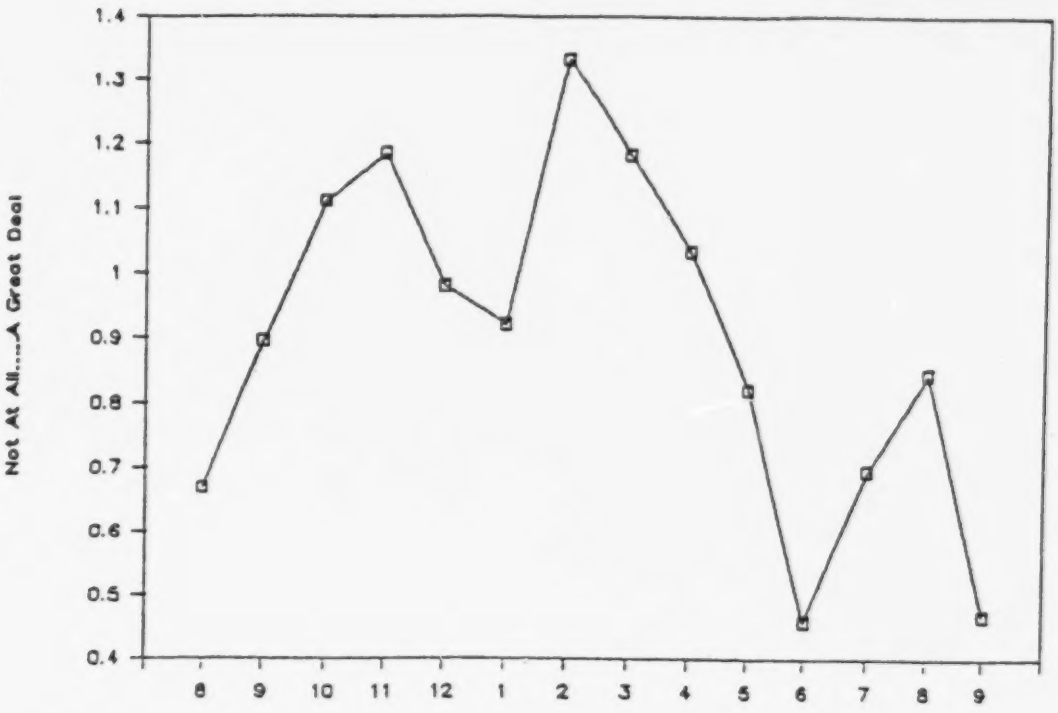
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	319.64	80	4.00	3.35
Between Times	30.79	7	4.40	3.69
Persons X Times	1298.09	1090	1.19	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	599.91	79	7.59	4.22
Between Times	62.31	5	12.46	6.92
Persons X Times	896.62	498	1.80	

Table 24



RIGHT NOW I FEEL STRESSED.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	616.58	80	7.71	8.07
Between Times	78.61	13	6.05	6.33
Persons X Times	1580.65	1655	0.96	

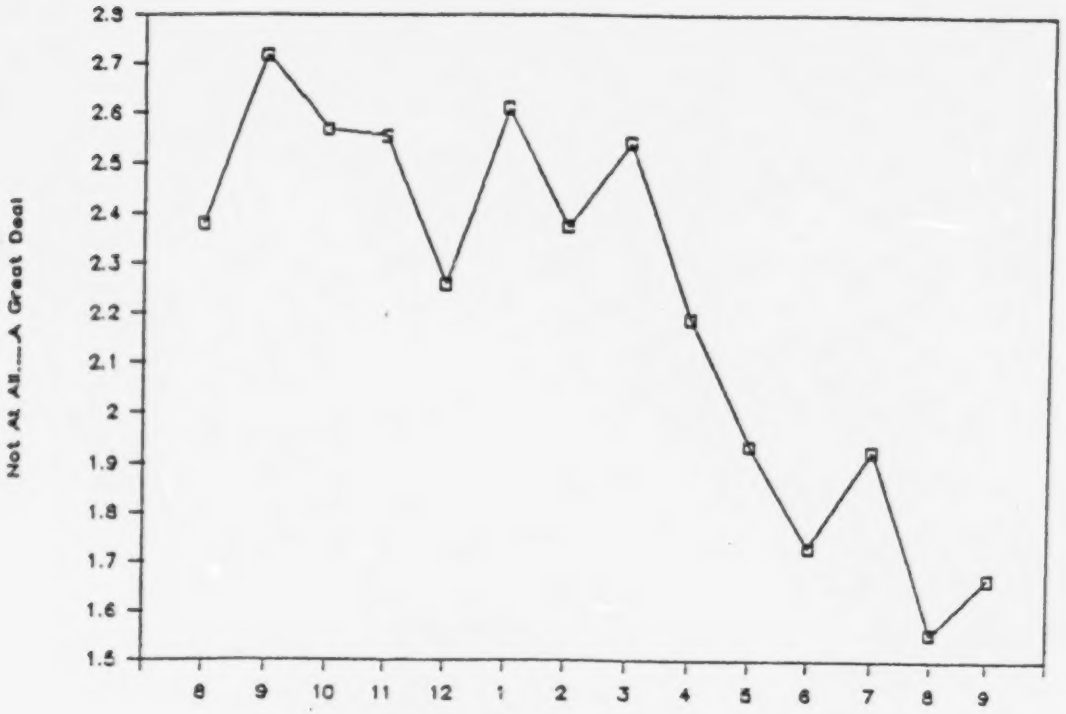
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	483.65	80	6.05	6.58
Between Times	43.78	7	6.25	6.80
Persons X Times	996.35	1084	0.92	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	260.48	79	3.30	3.55
Between Times	18.42	5	3.68	3.97
Persons X Times	456.74	492	0.93	

Table 25



RIGHT NOW I FEEL SATISFIED.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	534.16	80	6.68	4.87
Between Times	185.13	13	14.24	10.39
Persons X Times	2274.49	1659	1.37	

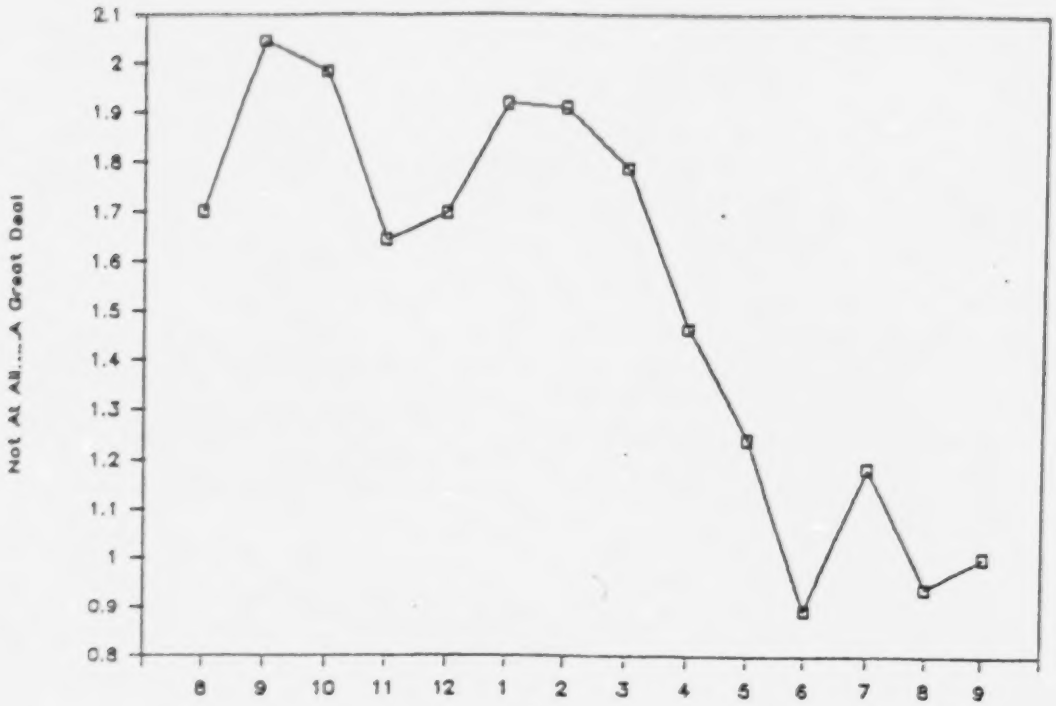
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	337.40	80	4.22	3.67
Between Times	16.99	7	2.43	2.11
Persons X Times	1249.61	1086	1.15	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	469.41	79	5.94	3.90
Between Times	23.02	5	4.60	3.02
Persons X Times	752.23	494	1.52	

Table 26



RIGHT NOW I FEEL EXCITED.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	671.19	80	8.39	6.20
Between Times	203.80	13	15.68	11.58
Persons X Times	2258.32	1668	1.35	

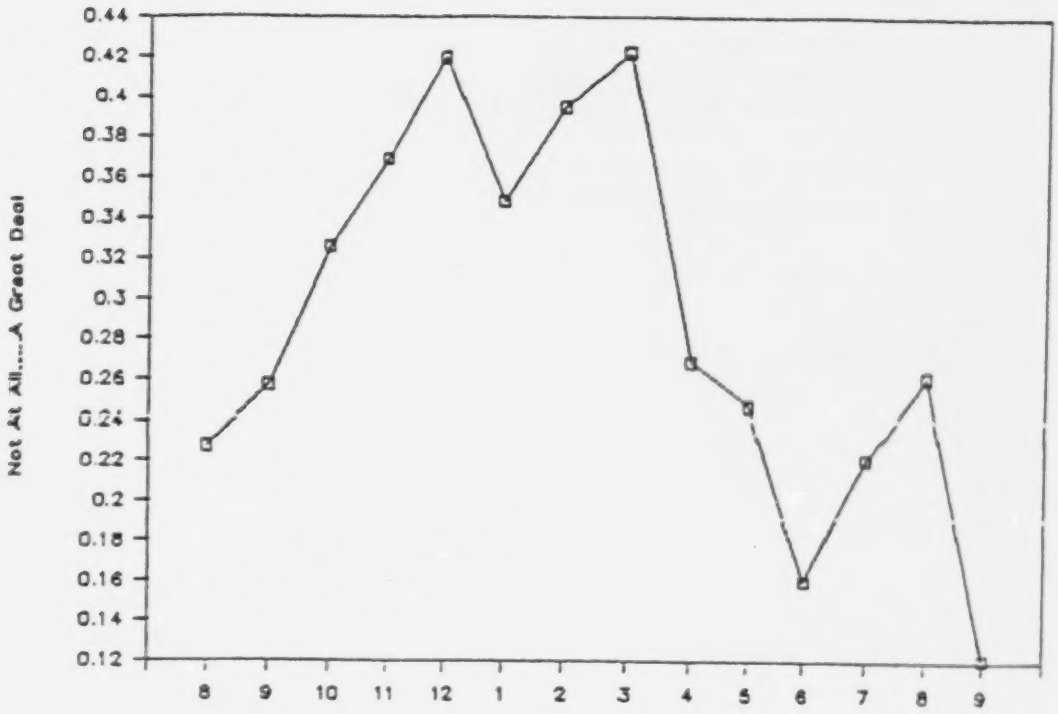
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	493.49	80	6.17	4.67
Between Times	19.73	7	2.82	2.13
Persons X Times	1438.65	1089	1.32	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	363.52	79	4.60	3.63
Between Times	20.92	5	4.18	3.30
Persons X Times	633.85	500	1.27	

Table 27



RIGHT NOW I FEEL UNHAPPY.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	148.70	80	1.86	4.26
Between Times	10.93	13	0.84	1.93
Persons X Times	729.02	1669	0.44	

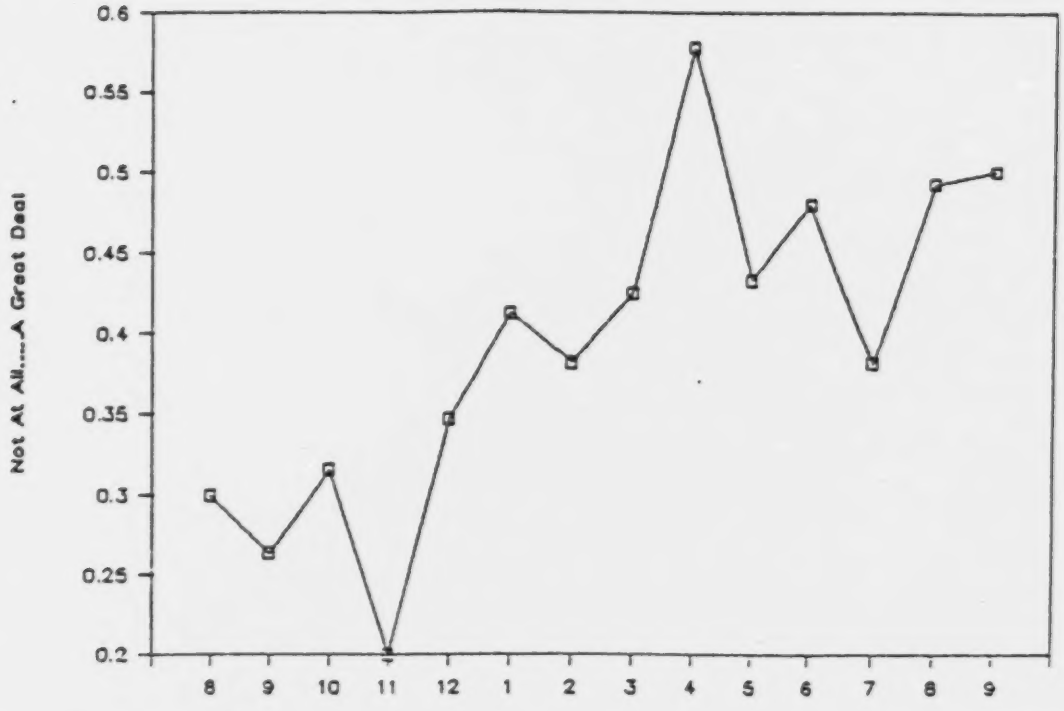
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	112.09	80	1.40	2.91
Between Times	5.88	7	0.84	1.74
Persons X Times	522.35	1085	0.48	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	88.95	79	1.13	3.68
Between Times	0.97	5	0.19	0.64
Persons X Times	154.33	505	0.31	

Table 28



RIGHT NOW I FEEL SLUGGISH.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	400.18	80	5.00	12.76
Between Times	15.16	13	1.17	2.98
Persons X Times	651.93	1663	0.39	

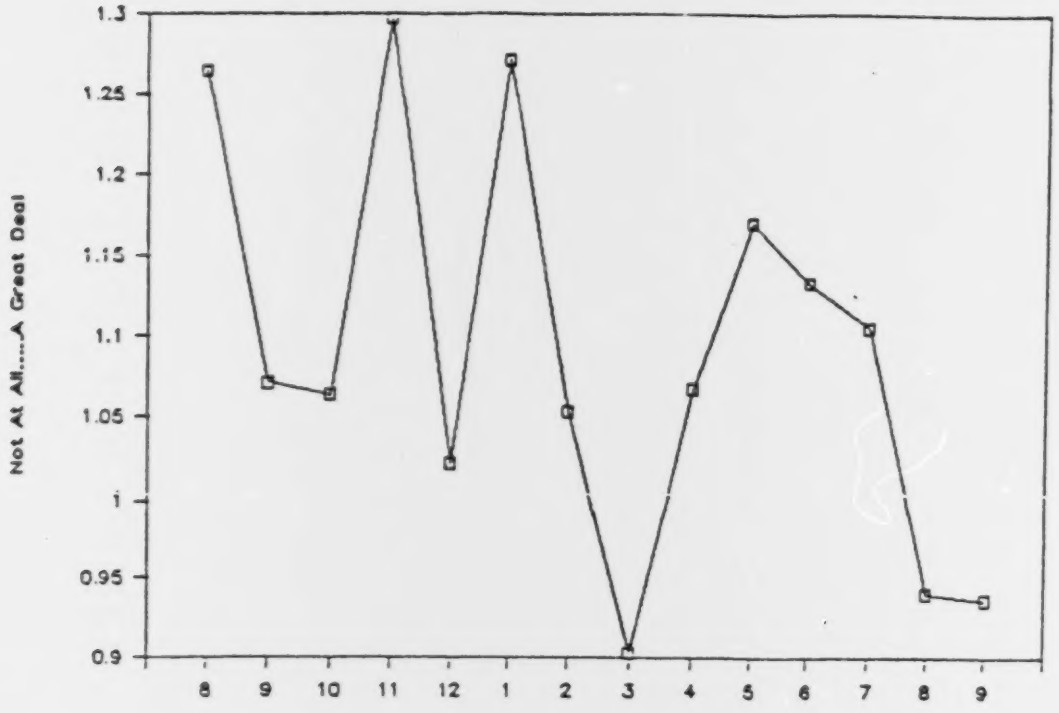
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	262.23	80	3.28	10.67
Between Times	5.68	7	0.81	2.64
Persons X Times	332.28	1082	0.31	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	201.68	79	2.55	5.01
Between Times	2.79	5	0.56	1.09
Persons X Times	255.92	502	0.51	

Table 29



RIGHT NOW I FEEL QUIET.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	527.19	80	6.59	5.13
Between Times	27.31	13	2.10	1.64
Persons X Times	2116.10	1648	1.28	

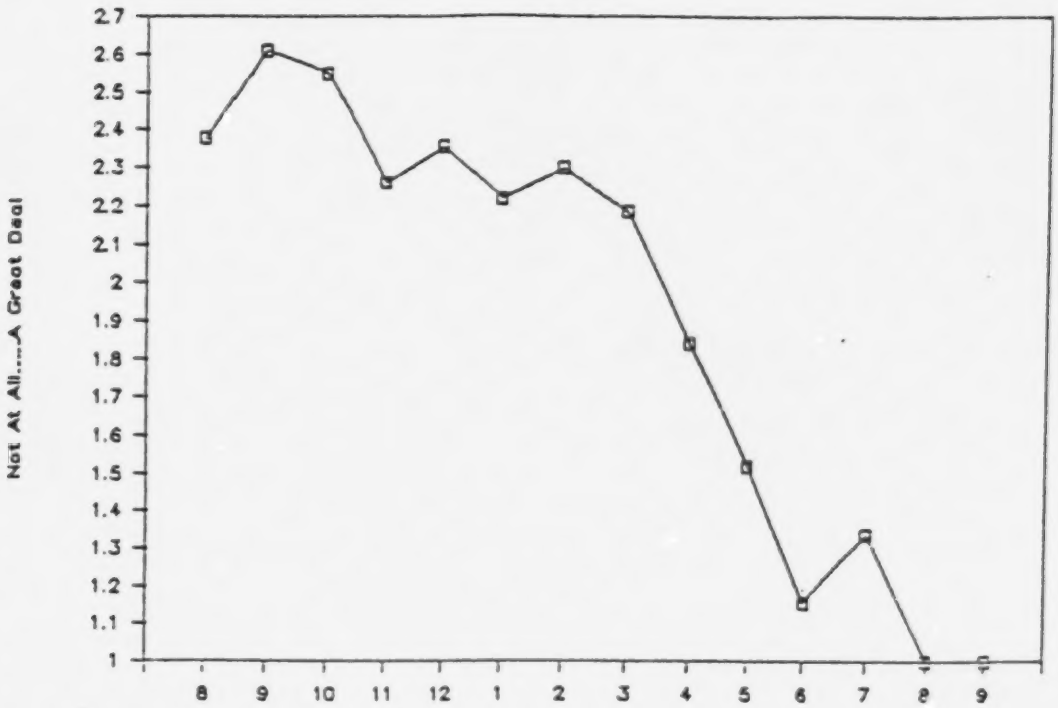
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	434.68	80	5.43	4.75
Between Times	23.62	7	3.37	2.95
Persons X Times	1230.12	1075	1.14	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	289.78	79	3.67	2.63
Between Times	3.66	5	0.73	0.53
Persons X Times	688.70	494	1.39	

Table 30



RIGHT NOW I FEEL ENERGETIC.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	639.83	80	8.00	7.03
Between Times	386.67	13	29.74	26.16
Persons X Times	1861.38	1637	1.14	

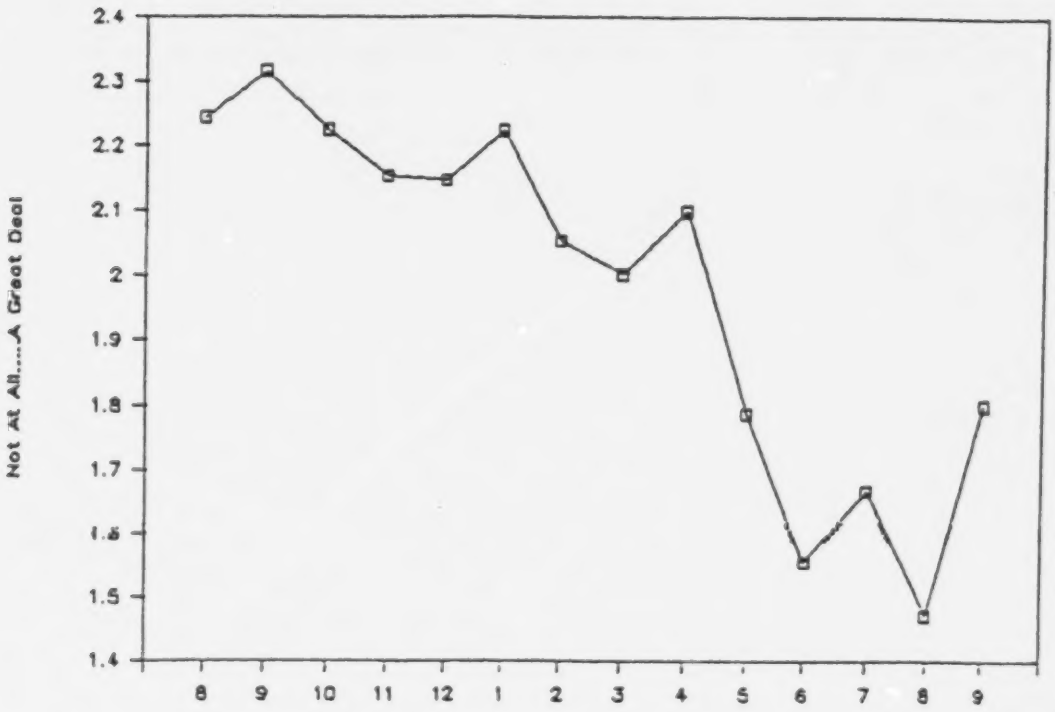
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	501.24	80	6.27	6.16
Between Times	30.30	7	4.33	4.26
Persons X Times	1096.73	1079	1.02	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	354.34	79	4.49	3.91
Between Times	46.66	5	9.33	8.14
Persons X Times	548.89	479	1.15	

Table 31



RIGHT NOW I FEEL RELAXED.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	549.63	80	6.87	5.11
Between Times	87.79	13	6.75	5.02
Persons X Times	2163.61	1608	1.35	

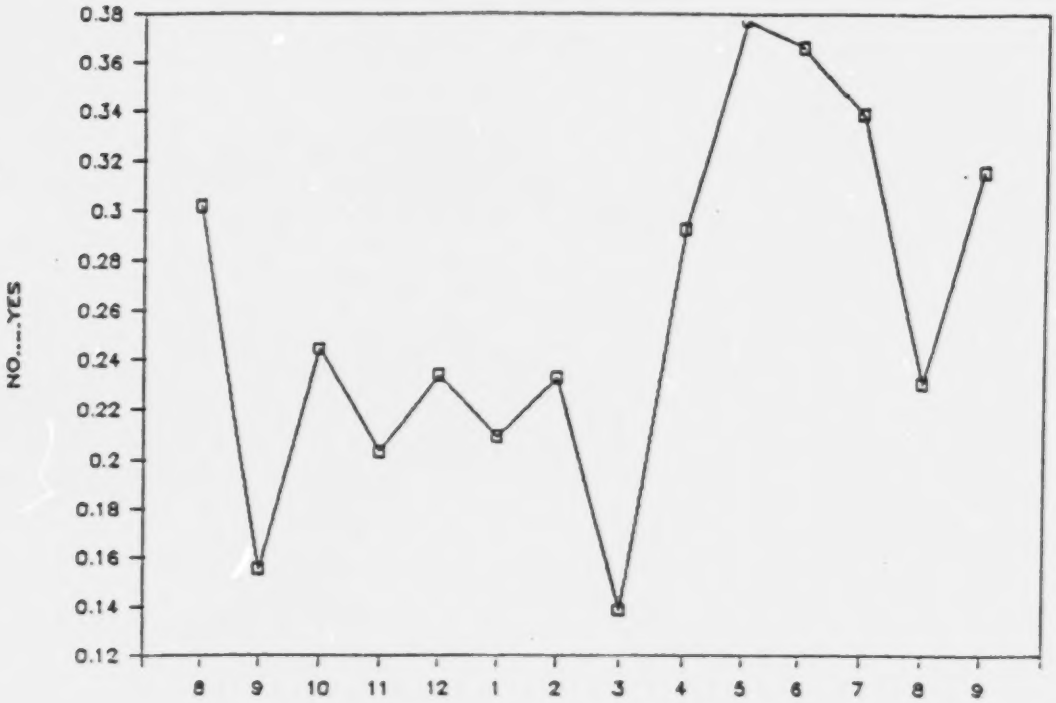
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	480.73	80	6.01	5.39
Between Times	13.97	7	2.00	1.79
Persons X Times	1200.97	1077	1.12	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	385.02	79	4.87	3.41
Between Times	22.74	5	4.55	3.18
Persons X Times	646.52	452	1.43	

Table 32



AT THIS MOMENT, I AM ALONE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	22.71	80	0.28	1.65
Between Times	9.26	13	0.71	4.13
Persons X Times	256.06	1485	0.17	

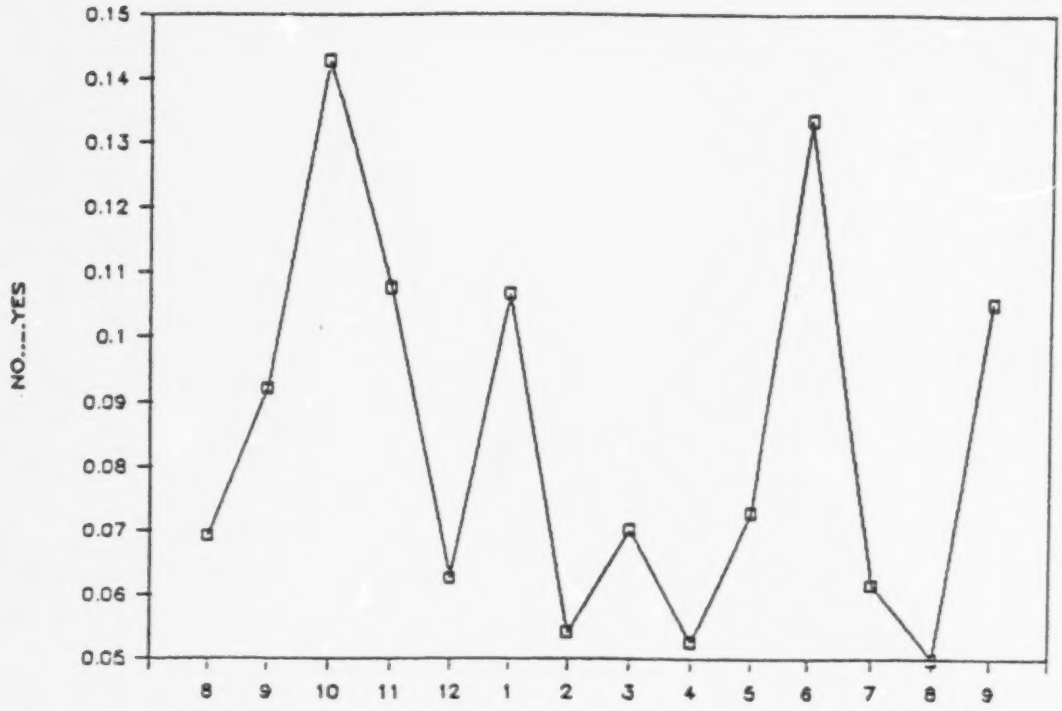
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	16.59	80	0.21	1.31
Between Times	3.47	7	0.50	3.14
Persons X Times	166.58	1054	0.16	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	21.28	77	0.28	1.32
Between Times	0.95	5	0.19	0.91
Persons X Times	74.31	354	0.21	

Table 33



AT THIS MOMENT, I AM ON THE TELEPHONE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	7.55	80	0.09	1.23
Between Times	1.28	13	0.10	1.27
Persons X Times	114.65	1488	0.08	

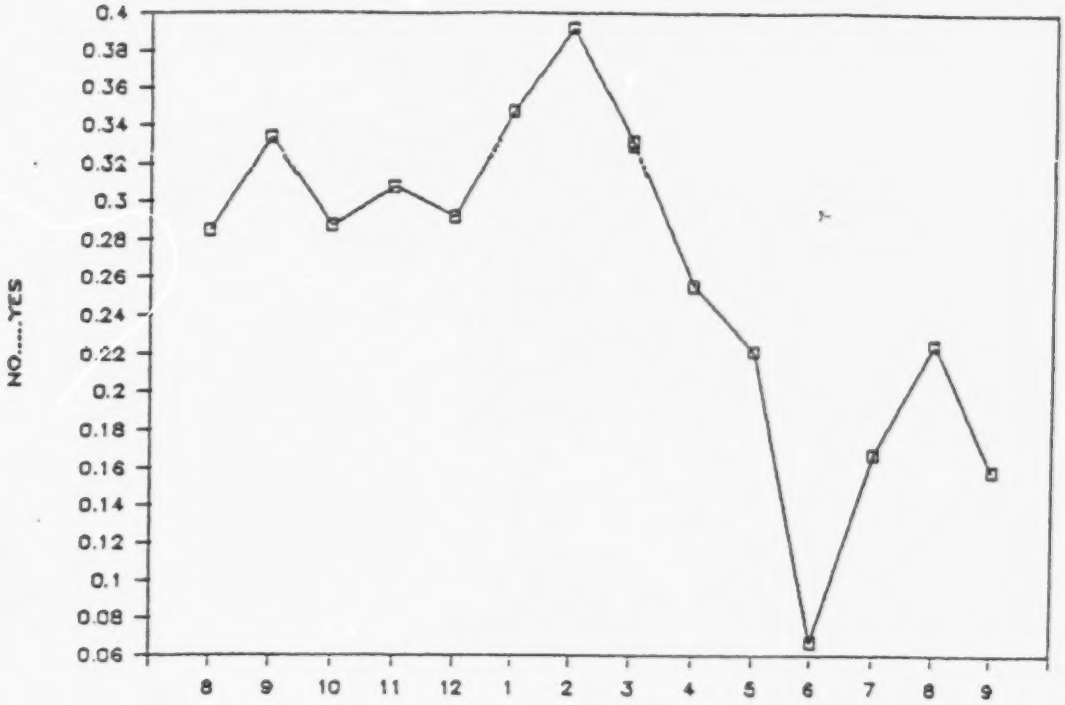
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	6.38	80	0.08	0.96
Between Times	0.90	7	0.13	1.54
Persons X Times	88.09	1056	0.08	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	5.20	77	0.07	1.06
Between Times	0.21	5	0.04	0.65
Persons X Times	22.54	355	0.06	

Table 34



AT THIS MOMENT, I AM WITH ONE OTHER PERSON.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	24.24	80	0.30	1.52
Between Times	5.97	13	0.46	2.31
Persons X Times	294.78	1483	0.20	

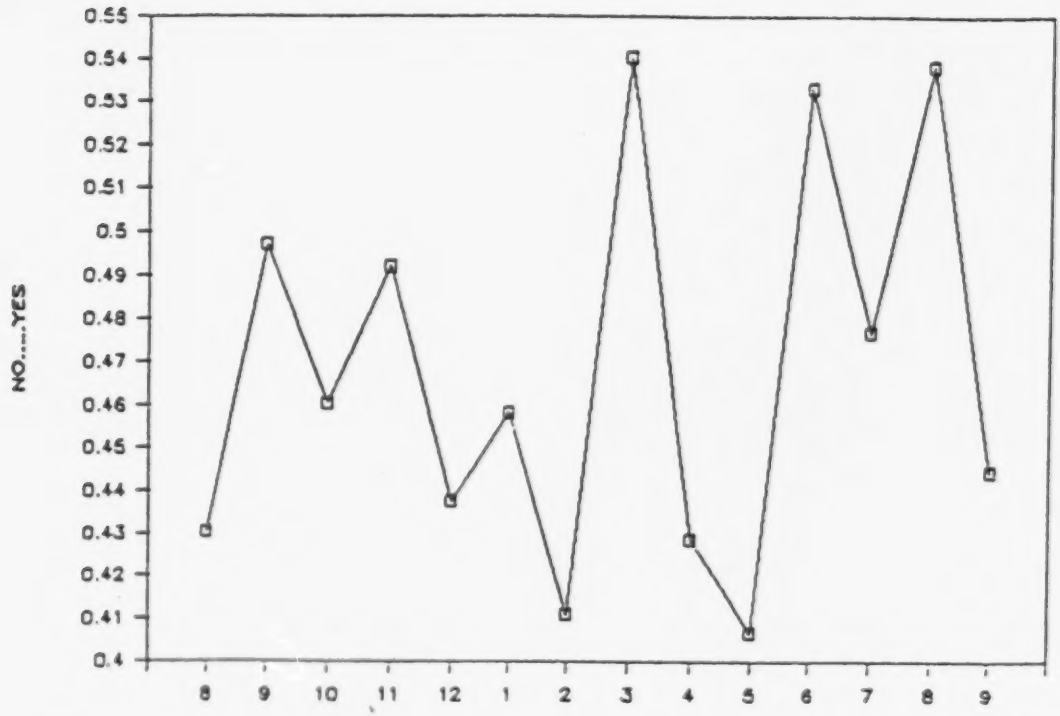
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	28.39	80	0.35	1.70
Between Times	1.01	7	0.14	0.69
Persons X Times	219.10	1052	0.21	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	12.71	77	0.17	0.99
Between Times	1.10	5	0.22	1.32
Persons X Times	58.83	354	0.17	

Table 35



AT THIS MOMENT, I AM WITH TWO OR MORE PEOPLE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	32.26	80	0.40	1.67
Between Times	3.19	13	0.25	1.02
Persons X Times	357.25	1483	0.24	

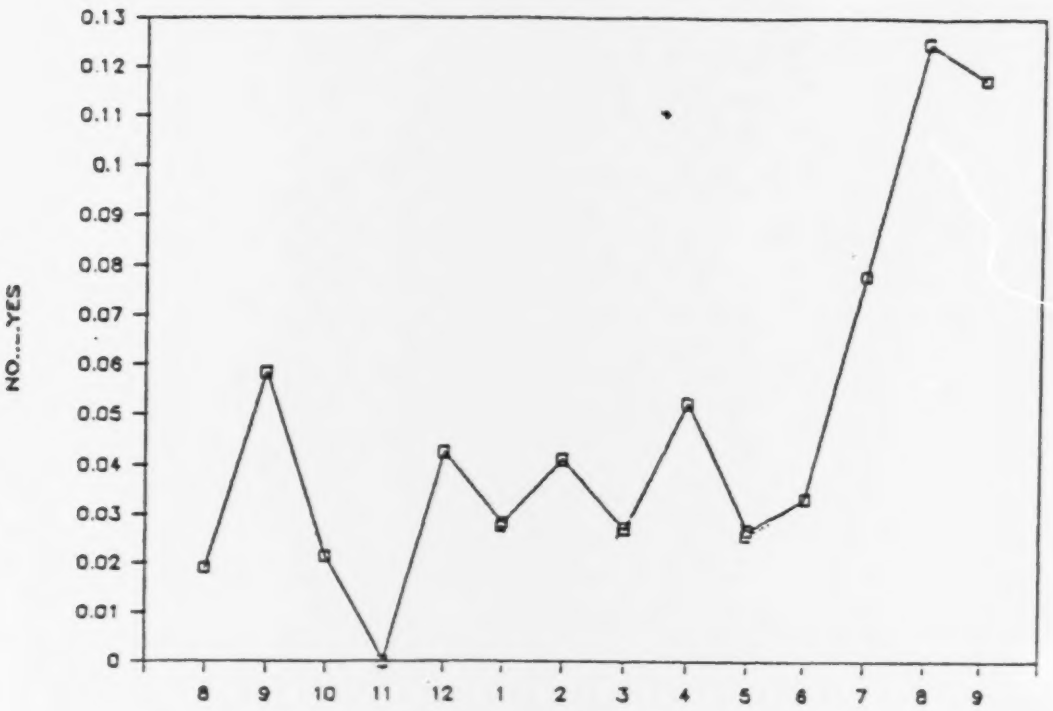
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	30.67	80	0.38	1.60
Between Times	1.98	7	0.28	1.18
Persons X Times	252.25	1054	0.24	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	22.45	77	0.29	1.22
Between Times	0.90	5	0.18	0.75
Persons X Times	84.13	352	0.24	

Table 36



AT THIS MOMENT, I AM CONDUCTING OR ATTENDING AN ASSEMBLY.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	4.59	80	0.06	1.68
Between Times	0.88	13	0.07	1.99
Persons X Times	50.38	1476	0.03	

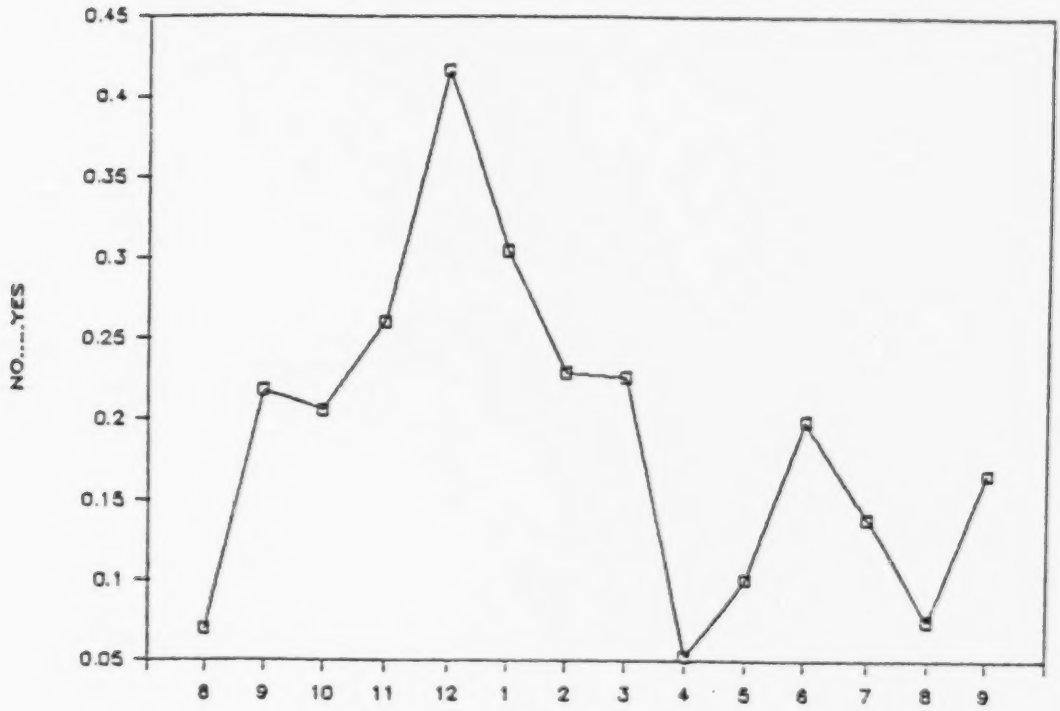
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	3.41	80	0.04	1.53
Between Times	0.25	7	0.04	1.27
Persons X Times	29.32	1049	0.03	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	5.83	77	0.08	1.61
Between Times	0.43	5	0.09	1.83
Persons X Times	16.41	350	0.05	

Table 37



AT THIS MOMENT, I AM WITH A STUDENT(S).

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	22.96	80	0.29	2.07
Between Times	12.50	13	0.96	6.93
Persons X Times	206.33	1486	0.14	

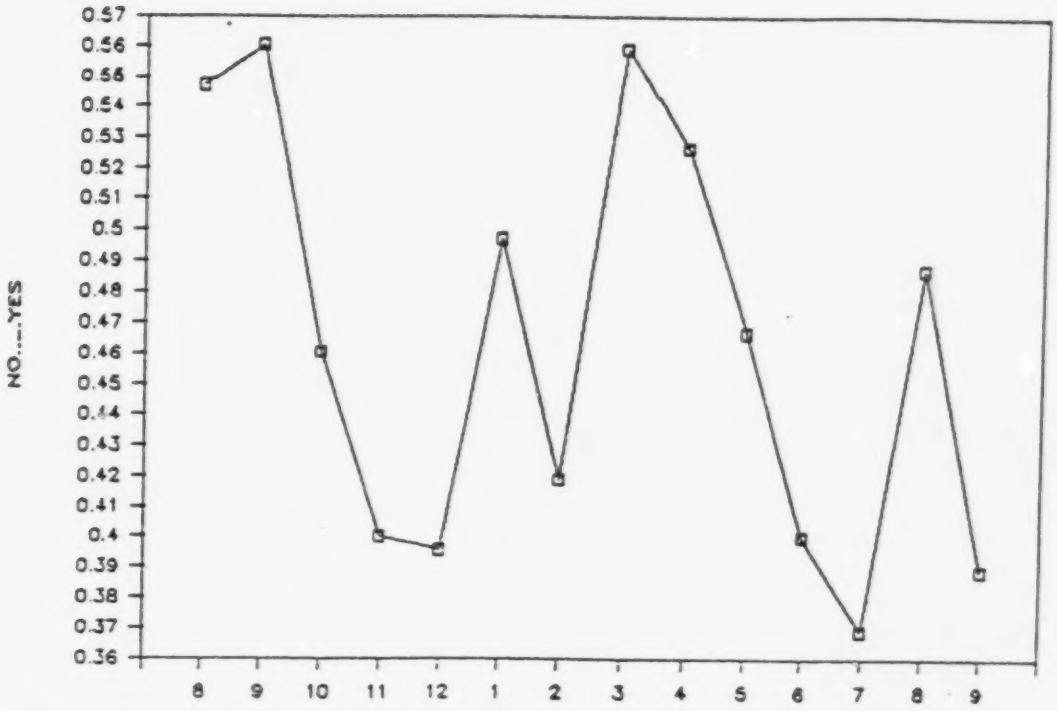
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	25.08	80	0.31	1.99
Between Times	6.87	7	0.98	6.24
Persons X Times	166.26	1057	0.16	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	8.32	77	0.11	1.28
Between Times	0.80	5	0.16	1.90
Persons X Times	29.63	352	0.08	

Table 38



AT THIS MOMENT, I AM WITH CERTIFIED STAFF.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	34.16	80	0.43	1.79
Between Times	5.73	13	0.44	1.84
Persons X Times	355.82	1489	0.24	

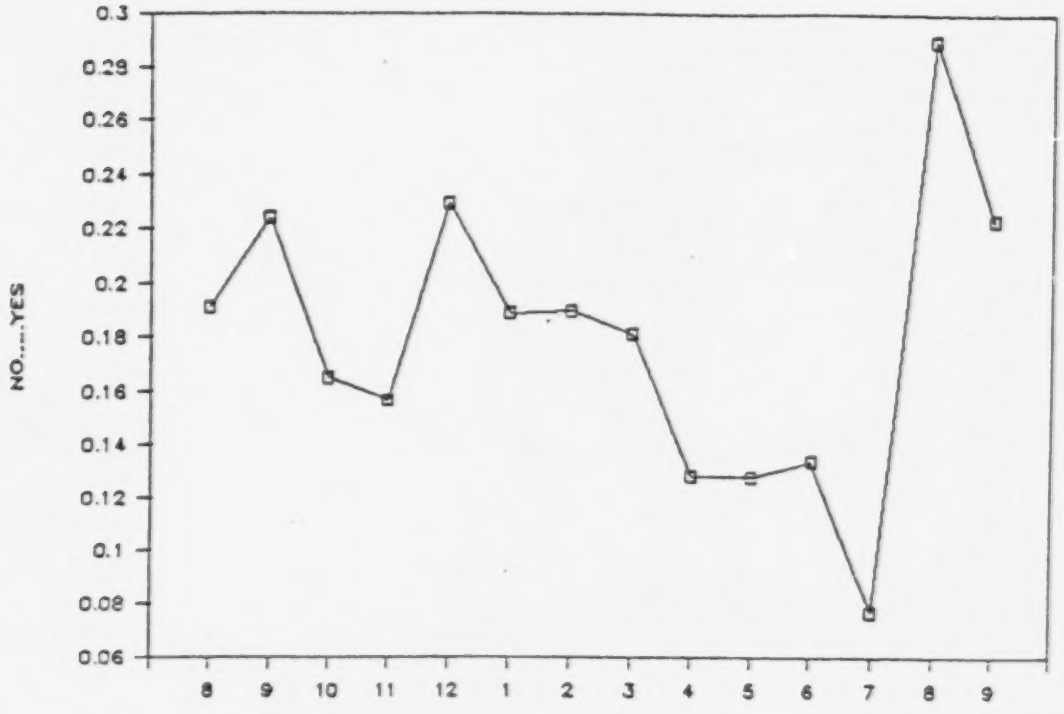
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	30.52	80	0.38	1.60
Between Times	3.81	7	0.54	2.29
Persons X Times	252.61	1060	0.24	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	23.71	77	0.31	1.30
Between Times	1.35	5	0.27	1.14
Persons X Times	83.14	352	0.24	

Table 39



AT THIS MOMENT, I AM WITH NONCERTIFIED STAFF.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	19.89	80	0.25	1.80
Between Times	2.55	13	0.20	1.42
Persons X Times	204.49	1479	0.14	

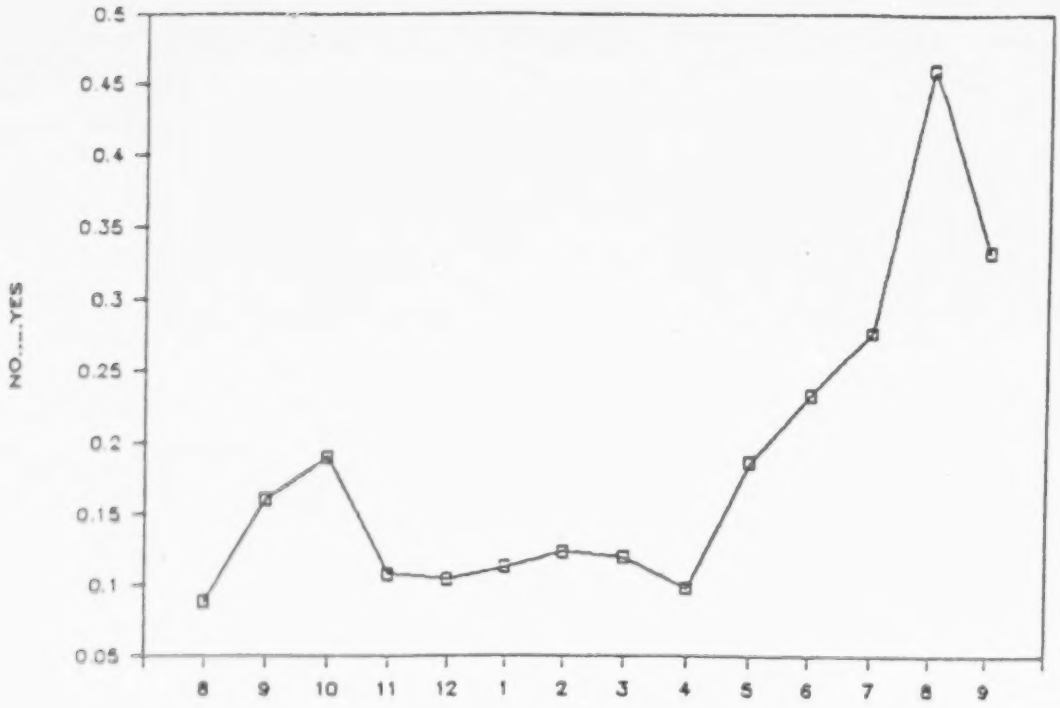
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	16.90	80	0.21	1.41
Between Times	0.49	7	0.07	0.47
Persons X Times	157.07	1052	0.15	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	12.40	77	0.16	1.48
Between Times	1.27	5	0.25	2.34
Persons X Times	38.01	350	0.11	

Table 40



AT THIS MOMENT, I AM WITH A PARENT(S).

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	13.69	80	0.17	1.40
Between Times	7.91	13	0.61	4.97
Persons X Times	181.96	1487	0.12	

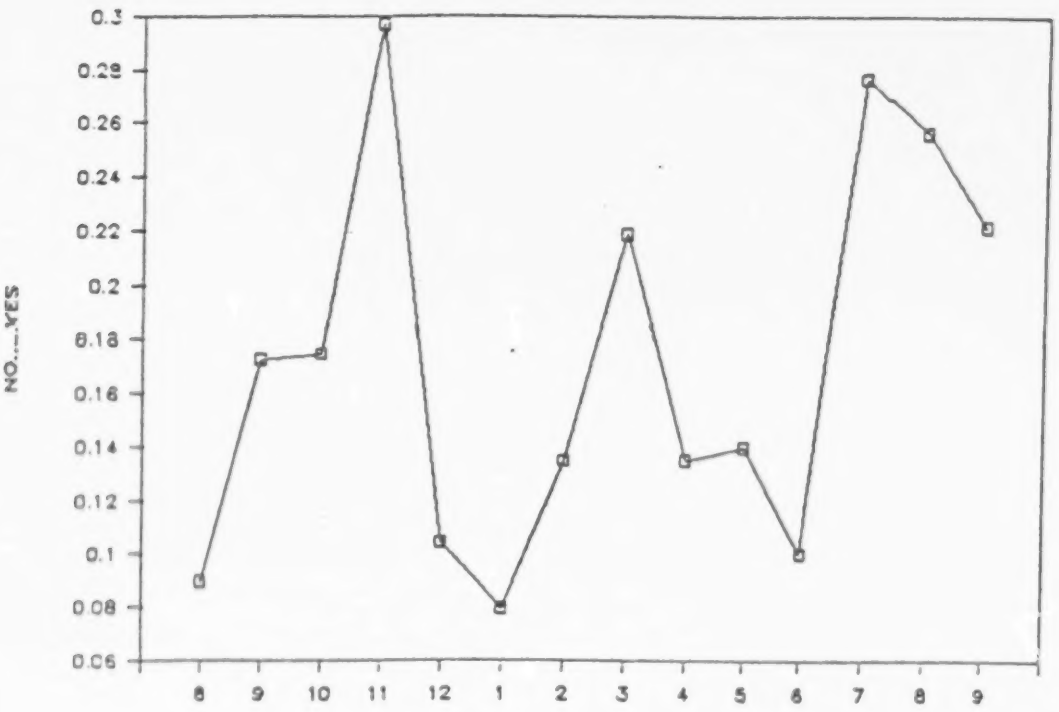
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	11.51	80	0.14	1.29
Between Times	1.29	7	0.18	1.66
Persons X Times	117.57	1058	0.11	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	14.95	77	0.19	1.32
Between Times	4.80	5	0.96	6.55
Persons X Times	51.63	352	0.15	

Table 41



AT THIS MOMENT, I AM WITH A DISTRICT LEVEL ADMINISTRATOR(S).

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	15.24	80	0.19	1.46
Between Times	5.84	13	0.45	3.45
Persons X Times	193.34	1482	0.13	

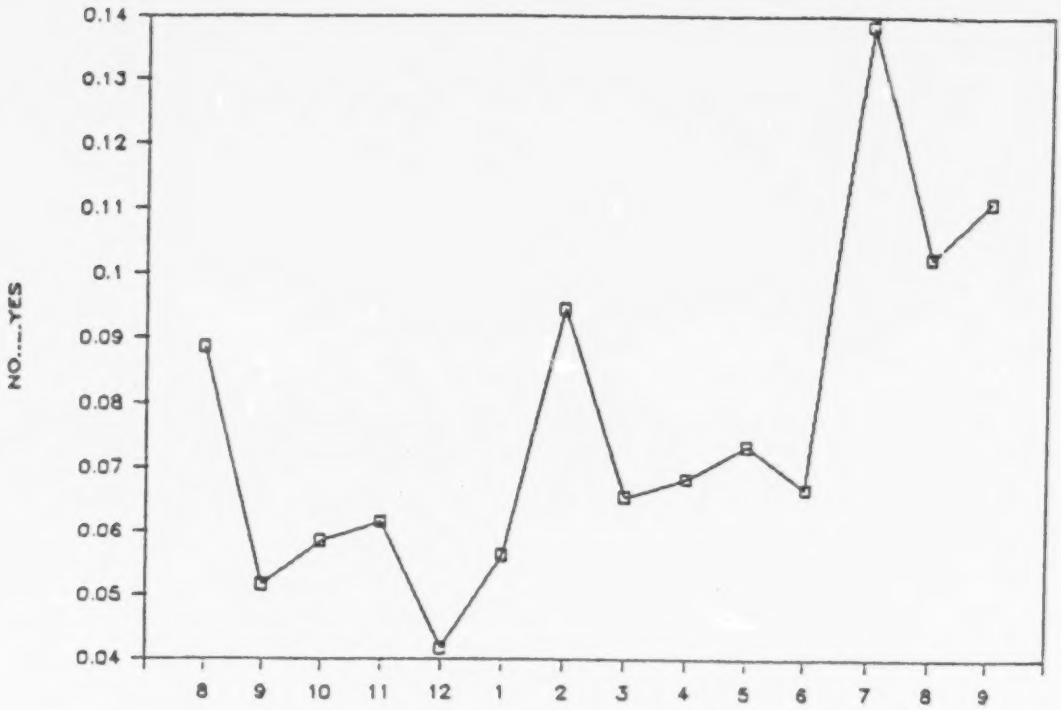
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	15.46	80	0.19	1.53
Between Times	4.28	7	0.61	4.84
Persons X Times	133.22	1053	0.13	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	16.52	77	0.21	1.74
Between Times	1.53	5	0.31	2.48
Persons X Times	43.36	352	0.12	

Table 42



AT THIS MOMENT, I AM WITH A BUILDING ADMINISTRATOR(S) FROM THIS SCHOOL.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	14.83	80	0.19	3.14
Between Times	0.64	13	0.05	0.84
Persons X Times	87.72	1485	0.06	

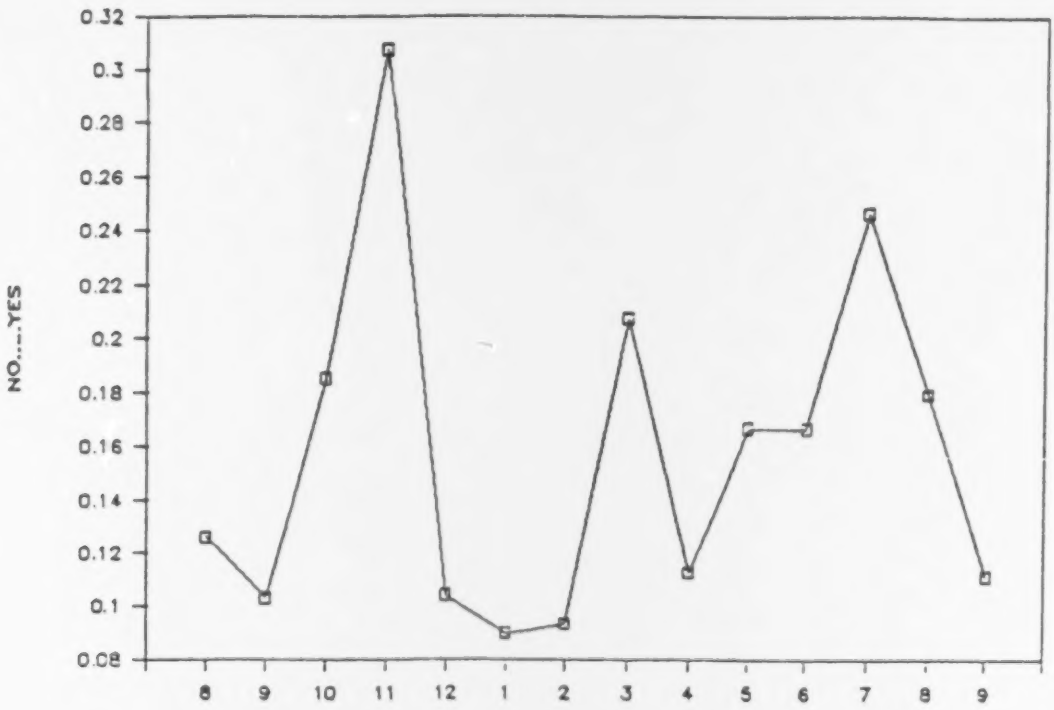
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	10.72	80	0.13	2.43
Between Times	0.23	7	0.03	0.60
Persons X Times	58.26	1057	0.06	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	10.05	77	0.13	1.95
Between Times	0.28	5	0.06	0.83
Persons X Times	23.52	351	0.07	

Table 43



AT THIS MOMENT, I AM WITH A BUILDING ADMINISTRATOR(S) FROM ANOTHER SCHOOL .

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	19.38	80	0.24	1.97
Between Times	5.03	13	0.39	3.15
Persons X Times	182.67	1489	0.12	

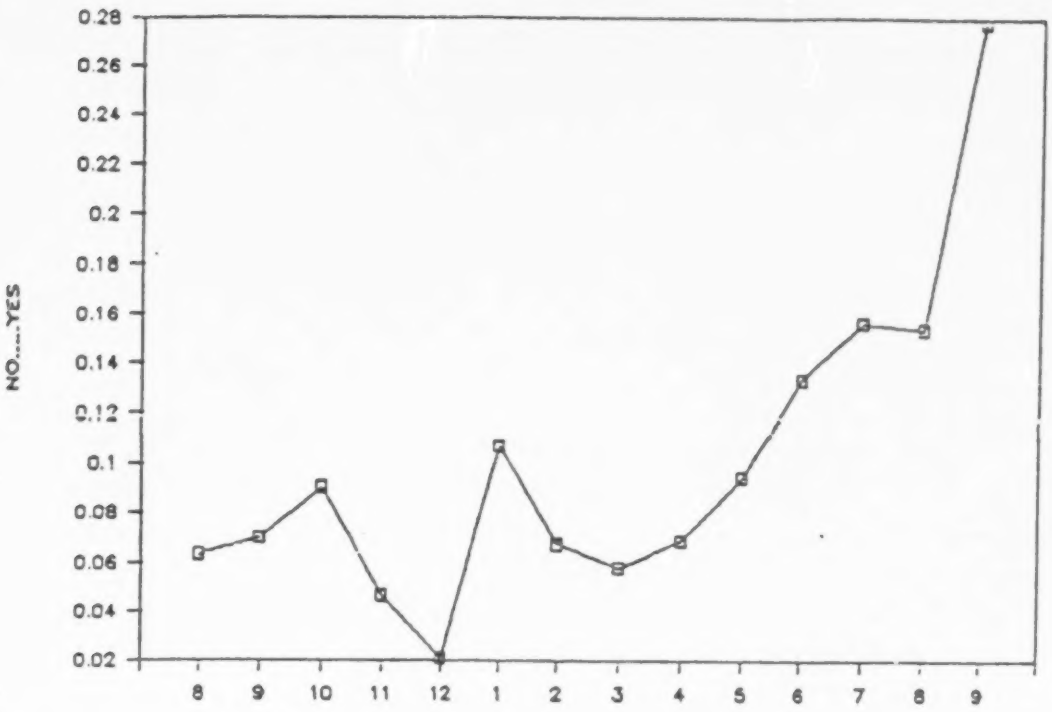
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	14.99	80	0.19	1.54
Between Times	4.16	7	0.59	4.88
Persons X Times	129.17	1060	0.12	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	18.40	77	0.24	2.13
Between Times	0.84	5	0.17	1.51
Persons X Times	39.50	352	0.11	

Table 44



AT THIS MOMENT, I AM WITH A SCHOOL VISITOR(S).

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	9.29	80	0.12	1.60
Between Times	2.01	13	0.15	2.13
Persons X Times	108.00	1485	0.07	

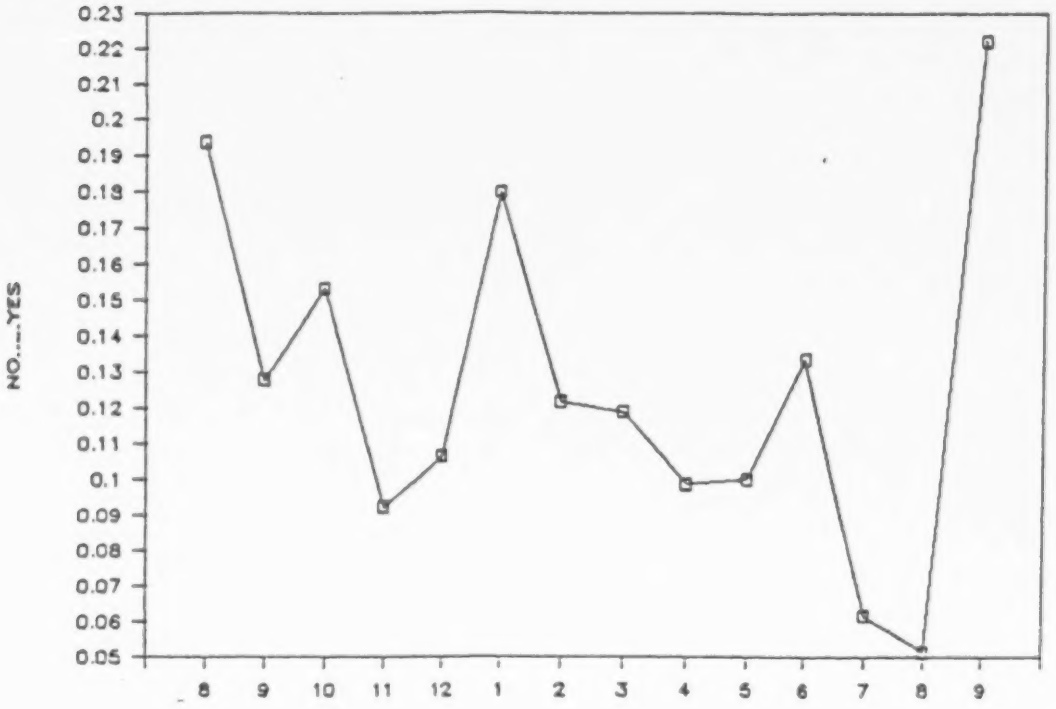
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	8.79	80	0.11	1.74
Between Times	0.51	7	0.07	1.16
Persons X Times	66.84	1059	0.06	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	8.70	76	0.11	1.21
Between Times	1.00	5	0.20	2.13
Persons X Times	32.97	350	0.09	

Table 45



AT THIS MOMENT, I AM CIRCULATING IN THE BUILDING.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	19.17	80	0.24	2.25
Between Times	2.32	13	0.18	1.67
Persons X Times	158.39	1486	0.11	

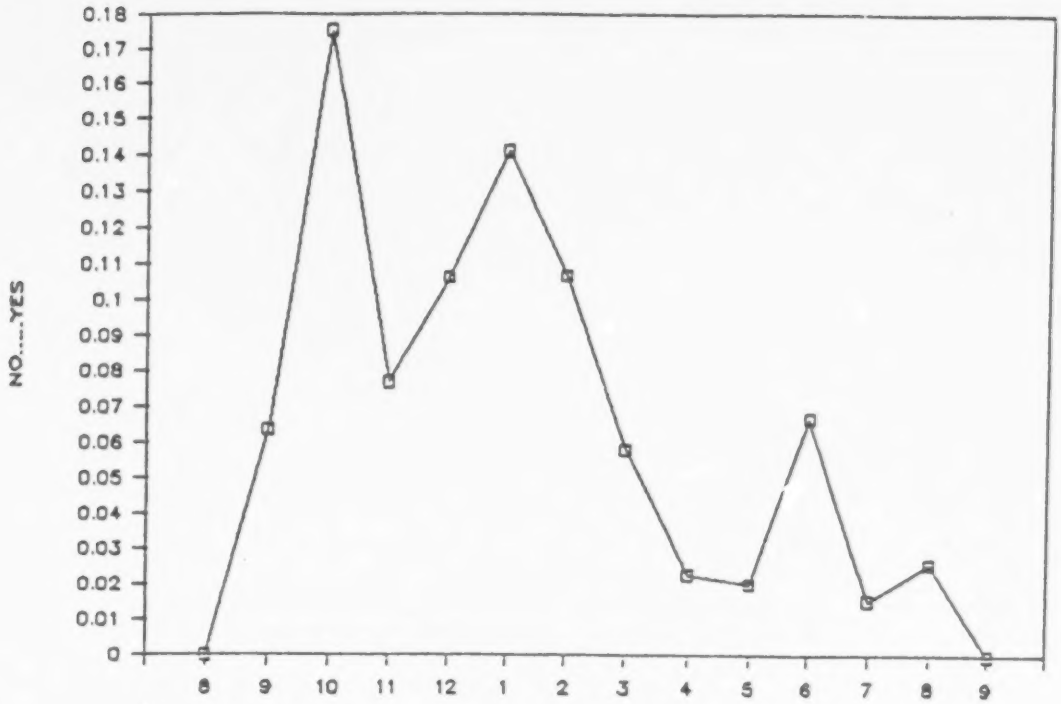
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	19.81	80	0.25	2.18
Between Times	1.13	7	0.16	1.42
Persons X Times	120.31	1058	0.11	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	8.25	77	0.11	1.29
Between Times	0.49	5	0.10	1.17
Persons X Times	29.20	351	0.08	

Table 46



AT THIS MOMENT, I AM VISITING/OBSERVING A CLASSROOM.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	7.24	80	0.09	1.46
Between Times	5.01	13	0.39	6.23
Persons X Times	91.80	1483	0.06	

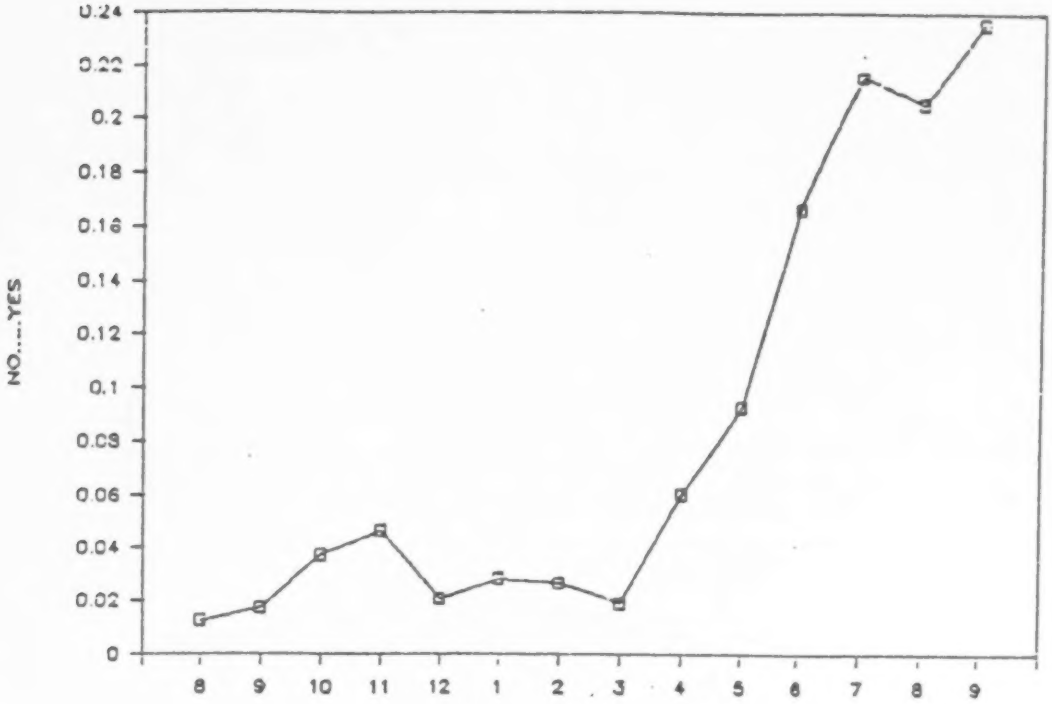
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	8.42	80	0.11	1.37
Between Times	3.55	7	0.51	6.61
Persons X Times	80.92	1054	0.08	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	2.62	77	0.03	1.69
Between Times	0.07	5	0.01	0.72
Persons X Times	7.08	352	0.02	

Table 47



AT THIS MOMENT, I AM ATTENDING AN EXTRACURRICULAR ACTIVITY.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	5.98	80	0.07	1.68
Between Times	4.84	13	0.37	8.36
Persons X Times	66.02	1483	0.04	

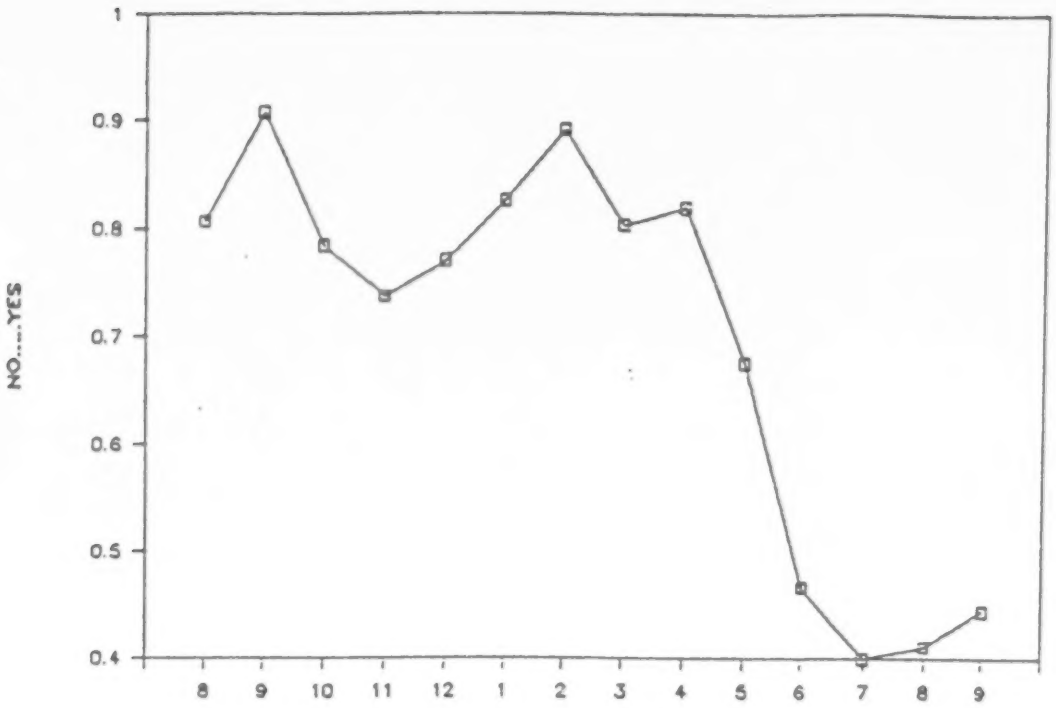
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	3.24	80	0.04	1.78
Between Times	0.10	7	0.01	0.64
Persons X Times	23.97	1054	0.02	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	11.60	77	0.15	1.60
Between Times	1.75	5	0.35	3.72
Persons X Times	33.19	352	0.09	

Table 48



AT THIS MOMENT, I AM ON SCHOOL PROPERTY.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	51.84	80	0.65	4.74
Between Times	25.92	13	1.99	14.59
Persons X Times	203.67	1490	0.14	

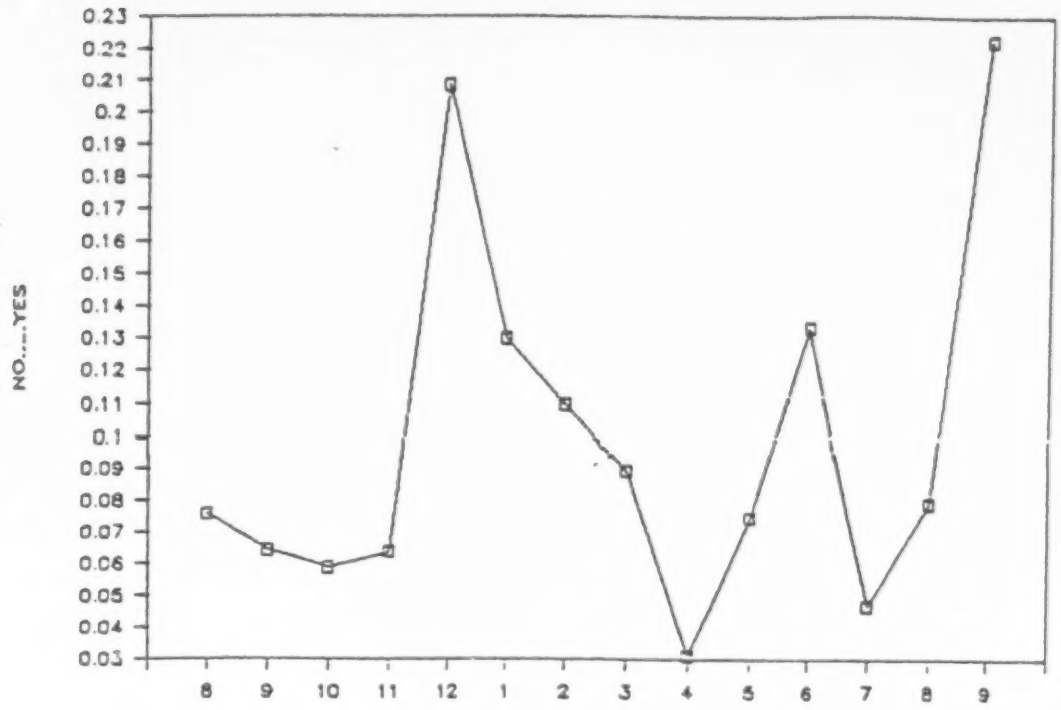
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	40.65	80	0.51	4.30
Between Times	2.60	7	0.37	3.15
Persons X Times	125.14	1060	0.12	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	34.22	77	0.44	2.83
Between Times	11.83	5	2.37	15.05
Persons X Times	55.49	353	0.16	

Table 49



AT THIS MOMENT, I AM MONITORING THE HALLWAY, CAFETERIA, PLAYGROUND, BUSSES, ETC..

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	10.40	80	0.13	1.78
Between Times	2.28	13	0.18	2.40
Persons X Times	107.36	1471	0.07	

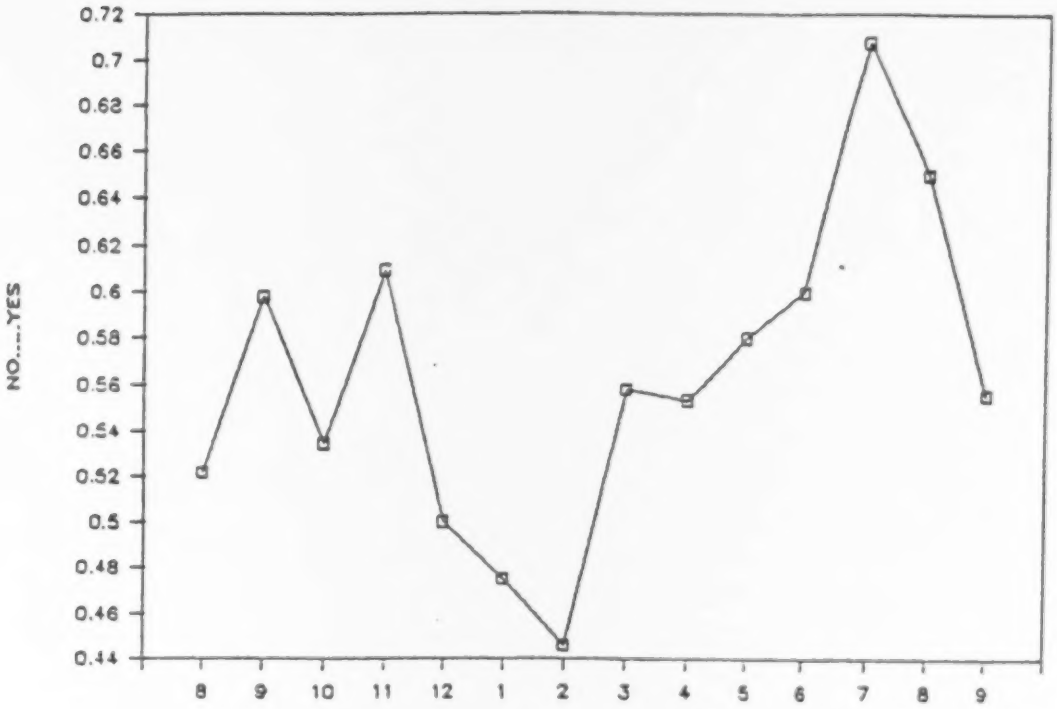
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	10.35	80	0.13	1.67
Between Times	1.36	7	0.19	2.51
Persons X Times	81.15	1050	0.08	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	5.81	76	0.08	1.29
Between Times	0.77	5	0.15	2.60
Persons X Times	20.45	345	0.06	

Table 50



THIS ACTIVITY WAS SCHEDULED OR PREPLANNED.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	41.80	80	0.52	2.26
Between Times	4.96	13	0.38	1.65
Persons X Times	344.89	1490	0.23	

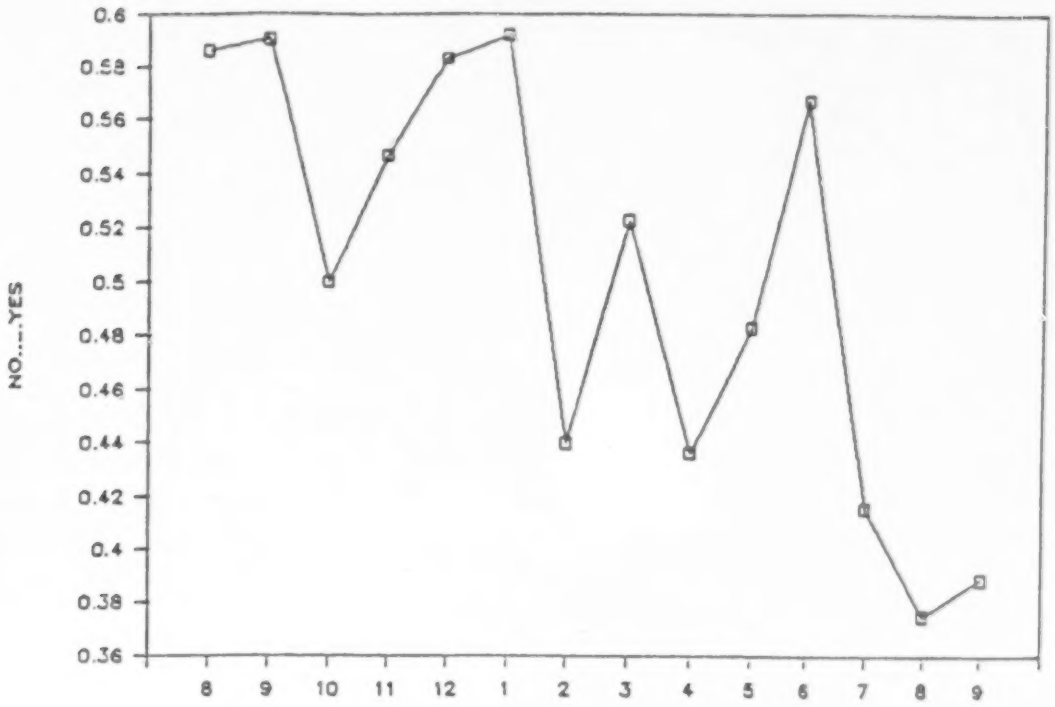
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	41.76	80	0.52	2.29
Between Times	2.49	7	0.36	1.56
Persons X Times	241.57	1061	0.23	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	24.99	77	0.32	1.46
Between Times	1.24	5	0.25	1.11
Persons X Times	78.37	352	0.22	

Table 51



THIS ACTIVITY OCCURS OFTEN.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	76.48	80	0.96	4.56
Between Times	6.36	13	0.49	2.33
Persons X Times	311.97	1488	0.21	

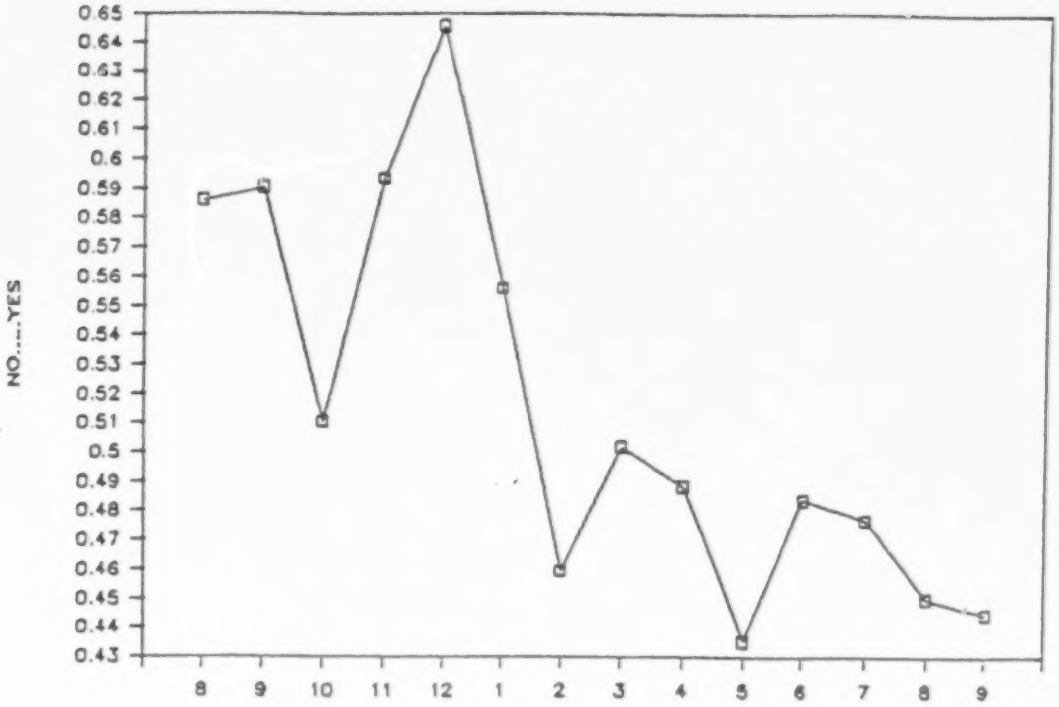
ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	62.09	80	0.78	3.74
Between Times	2.43	7	0.35	1.67
Persons X Times	219.64	1059	0.21	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	33.70	77	0.44	2.11
Between Times	0.97	5	0.19	0.93
Persons X Times	73.02	352	0.21	

Table 52



THIS ACTIVITY IS ROUTINE.

ANOVA Summary Table (all observations)

Source	SS	df	MS	F
Between Persons	73.12	80	0.91	4.30
Between Times	4.91	13	0.38	1.78
Persons X Times	315.14	1482	0.21	

ANOVA Summary Table (pre-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	58.36	80	0.73	3.46
Between Times	2.54	7	0.36	1.72
Persons X Times	222.74	1056	0.21	

ANOVA Summary Table (post-3:30 p.m. observations only)

Source	SS	df	MS	F
Between Persons	34.26	77	0.44	2.13
Between Times	0.24	5	0.05	0.23
Persons X Times	72.91	349	0.21	

Table 53
PASF Item Means by Hour

Variable	8	9	10	11	12	1	2	3	4	5	6	7	8	9
Item01	1.26	1.78	1.66	1.58	1.37	1.44	1.57	1.61	1.20	0.88	0.49	0.92	0.66	0.87
Item02	1.07	1.41	1.37	1.20	0.71	1.14	1.27	1.22	0.98	0.76	0.28	0.70	0.38	0.59
Item03	0.67	0.95	0.88	0.58	0.45	0.76	0.84	0.89	0.56	0.39	0.16	0.29	0.11	0.21
Item04	0.69	1.18	1.03	1.43	1.31	1.12	1.17	1.17	0.73	0.50	0.36	0.16	0.24	0.10
Item05	1.41	2.00	1.65	1.69	1.18	1.35	1.92	1.81	1.26	0.98	0.49	0.62	0.66	0.40
Item06	1.13	1.04	1.21	1.28	0.80	1.03	1.17	0.86	1.06	0.85	0.35	0.63	0.61	0.41
Item07	0.28	0.43	0.33	0.55	0.63	0.69	0.56	0.46	0.39	0.18	0.27	0.07	0.06	0.00
Item08	0.88	1.25	1.13	0.61	0.84	1.13	1.08	1.05	0.80	0.69	0.24	0.78	0.32	0.60
Item09	1.11	1.34	1.36	0.92	0.88	1.23	1.19	1.17	0.89	0.85	0.38	0.68	0.47	0.53
Item10	0.46	0.66	0.93	0.59	0.58	0.72	0.53	0.60	0.46	0.34	0.24	0.21	0.08	0.17
Item11	0.54	0.85	0.67	0.97	0.86	0.78	0.79	0.86	0.56	0.39	0.24	0.13	0.29	0.00
Item12	0.87	1.27	1.03	1.48	1.52	1.22	1.11	1.27	0.77	0.64	0.51	0.43	0.35	0.32
Item13	0.94	1.05	0.90	0.61	0.73	0.86	1.01	0.94	0.89	0.48	0.16	0.18	0.26	0.14
Item14	0.95	1.38	1.23	1.38	0.65	0.93	1.36	1.27	0.91	0.69	0.52	0.65	0.54	0.48
Item15	1.31	1.64	1.51	1.25	1.10	1.32	1.62	1.52	1.19	1.04	0.61	0.75	0.34	0.41
Item16	1.12	1.15	0.99	0.74	0.76	1.10	1.04	1.06	1.02	0.56	0.21	0.29	0.19	0.13
Item17	0.93	1.32	1.24	1.35	1.53	1.23	1.17	1.25	0.81	0.62	0.39	0.51	0.46	0.21
Item18	0.82	1.15	1.24	0.77	0.90	1.18	1.12	1.14	0.85	0.73	0.53	0.66	0.42	0.69
Item19	1.82	2.01	1.80	2.05	1.18	1.46	1.93	1.89	1.88	1.56	0.98	1.09	0.88	1.03
Item20	1.76	2.43	2.17	2.31	1.73	2.04	1.92	2.03	1.69	1.33	0.89	1.16	0.70	1.11
Item21	2.15	2.78	2.67	2.55	2.41	2.59	2.53	2.64	2.12	1.49	1.34	1.15	0.86	1.77
Item22	2.73	3.34	3.29	3.14	2.94	3.14	3.16	3.17	2.74	2.42	2.00	2.05	1.65	1.82
Item23	2.69	3.23	3.03	2.88	2.67	2.99	2.91	2.92	2.60	2.26	1.81	1.88	1.70	1.76
Item24	0.67	0.90	1.11	1.18	0.98	0.92	1.33	1.18	1.03	0.82	0.46	0.69	0.84	0.47
Item25	2.38	2.72	2.57	2.55	2.26	2.61	2.37	2.54	2.19	1.93	1.73	1.92	1.56	1.67
Item26	1.70	2.05	1.98	1.65	1.70	1.92	1.91	1.79	1.47	1.24	0.89	1.18	0.94	1.00
Item27	0.23	0.26	0.33	0.37	0.42	0.35	0.39	0.42	0.27	0.25	0.16	0.22	0.26	0.12
Item28	0.30	0.26	0.32	0.20	0.35	0.41	0.38	0.43	0.58	0.43	0.48	0.38	0.49	0.50
Item29	1.26	1.07	1.06	1.30	1.02	1.27	1.05	0.90	1.07	1.17	1.13	1.11	0.94	0.94
Item30	2.37	2.61	2.55	2.26	2.35	2.22	2.30	2.18	1.84	1.52	1.16	1.33	1.00	1.00
Item31	2.24	2.32	2.22	2.15	2.15	2.22	2.05	2.00	2.10	1.79	1.56	1.67	1.47	1.80
Item32	0.30	0.16	0.24	0.20	0.23	0.21	0.23	0.14	0.29	0.38	0.37	0.34	0.23	0.32
Item33	0.07	0.09	0.14	0.11	0.06	0.11	0.05	0.07	0.05	0.07	0.13	0.06	0.05	0.11
Item34	0.28	0.33	0.29	0.31	0.29	0.35	0.39	0.33	0.26	0.22	0.07	0.17	0.23	0.16
Item35	0.43	0.50	0.46	0.49	0.44	0.46	0.41	0.54	0.43	0.41	0.53	0.48	0.54	0.44
Item36	0.02	0.06	0.02	0.00	0.04	0.03	0.04	0.03	0.05	0.03	0.03	0.08	0.13	0.12
Item37	0.07	0.22	0.21	0.26	0.42	0.31	0.23	0.23	0.05	0.10	0.20	0.14	0.08	0.17
Item38	0.55	0.56	0.46	0.40	0.40	0.50	0.42	0.56	0.53	0.47	0.40	0.37	0.49	0.39
Item39	0.19	0.22	0.16	0.16	0.23	0.19	0.19	0.18	0.13	0.13	0.13	0.08	0.29	0.22
Item40	0.09	0.16	0.19	0.11	0.10	0.11	0.12	0.12	0.10	0.19	0.23	0.28	0.46	0.33
Item41	0.09	0.17	0.17	0.30	0.10	0.08	0.14	0.22	0.14	0.14	0.10	0.28	0.26	0.22
Item42	0.09	0.05	0.06	0.06	0.04	0.06	0.09	0.07	0.07	0.07	0.07	0.14	0.10	0.11
Item43	0.13	0.10	0.19	0.31	0.10	0.09	0.09	0.21	0.11	0.17	0.17	0.25	0.18	0.11
Item44	0.06	0.07	0.09	0.05	0.02	0.11	0.07	0.06	0.07	0.09	0.13	0.16	0.15	0.28
Item45	0.19	0.13	0.15	0.09	0.11	0.18	0.12	0.12	0.10	0.10	0.13	0.06	0.05	0.22
Item46	0.00	0.06	0.18	0.08	0.11	0.14	0.11	0.06	0.02	0.02	0.07	0.02	0.03	0.00
Item47	0.01	0.02	0.04	0.05	0.02	0.03	0.03	0.02	0.06	0.09	0.17	0.22	0.21	0.24
Item48	0.81	0.91	0.78	0.74	0.77	0.83	0.89	0.80	0.82	0.68	0.47	0.40	0.41	0.44
Item49	0.08	0.06	0.06	0.06	0.21	0.13	0.11	0.09	0.03	0.07	0.13	0.05	0.08	0.22
Item50	0.52	0.60	0.53	0.61	0.50	0.47	0.45	0.56	0.55	0.58	0.60	0.71	0.65	0.56
Item51	0.59	0.59	0.50	0.55	0.58	0.59	0.44	0.52	0.44	0.48	0.57	0.42	0.38	0.39
Item52	0.59	0.59	0.51	0.59	0.65	0.56	0.46	0.50	0.49	0.44	0.48	0.48	0.45	0.44

APPENDIX

PRINCIPAL ACTIVITY SAMPLING FORM-Side 1

Date: _____

Time: ___:___ [ ] a.m. [ ] p.m.

	A GREAT DEAL 1	A LOT 2	SOMEWHAT 3	A LITTLE 4	NOT AT ALL 5
WHAT ARE YOU DOING RIGHT NOW?	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
RIGHT NOW I AM:	1	2	3	4	5
defining and/or communicating a school goal(s)	1	2	3	4	5
dealing with a curriculum issue	1	2	3	4	5
helping a teacher on a strategy to improve achievement	1	2	3	4	5
monitoring students' progress	1	2	3	4	5
involving others in decision making	1	2	3	4	5
dealing with correspondence/forms/reports/memos	1	2	3	4	5
providing followup to disciplinary referral	1	2	3	4	5
creating excitement about teaching and learning	1	2	3	4	5
contributing to curriculum improvement	1	2	3	4	5
supervising teaching	1	2	3	4	5
reviewing a student's record or performance	1	2	3	4	5
reducing conflict	1	2	3	4	5
keeping a teacher(s) informed about how a situation is progressing	1	2	3	4	5
seeking advice about a school issue	1	2	3	4	5
finding resources to help others do a good job	1	2	3	4	5
providing feedback to a teacher(s)	1	2	3	4	5
communicating expectations for student performance	1	2	3	4	5
praising another's work	1	2	3	4	5
planning for upcoming activities	1	2	3	4	5
What I'm doing will have impact on student achievement	1	2	3	4	5
I'm receiving a lot of cooperation from others	1	2	3	4	5
What I'm doing is important	1	2	3	4	5
I'm satisfied with what I am doing	1	2	3	4	5
RIGHT NOW I FEEL:	1	2	3	4	5
stressed	1	2	3	4	5
satisfied	1	2	3	4	5
excited	1	2	3	4	5
unhappy	1	2	3	4	5
sluggish	1	2	3	4	5
quiet	1	2	3	4	5
energetic	1	2	3	4	5
relaxed	1	2	3	4	5

PLEASE TURN OVER THIS FORM AND CONTINUE WITH SIDE 2.

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USE THE FOLLOWING KEY TO ANSWER THE NEXT SET OF QUESTIONS.

YES 1 — NO 2 — 3 — 4 — 5

AT THIS MOMENT, I AM:	①	②	③	④	⑤
alone	①	②	③	④	⑤
on the telephone	①	②	③	④	⑤
with one other person	①	②	③	④	⑤
with two or more people	①	②	③	④	⑤
conducting or attending an assembly	①	②	③	④	⑤
with a student(s)	①	②	③	④	⑤
with certified staff	①	②	③	④	⑤
with noncertified staff	①	②	③	④	⑤
with a parent(s)	①	②	③	④	⑤
with a district level administrator(s)	①	②	③	④	⑤
with a building administrator(s) from this school	①	②	③	④	⑤
with a building administrator(s) from another school	①	②	③	④	⑤
with a school visitor(s)	①	②	③	④	⑤
circulating in the building	①	②	③	④	⑤
visiting/observing a classroom	①	②	③	④	⑤
attending an extracurricular activity	①	②	③	④	⑤
on school property	①	②	③	④	⑤
monitoring the hallway, cafeteria, playground, busses, etc.	①	②	③	④	⑤
THIS ACTIVITY:	①	②	③	④	⑤
was scheduled or preplanned	①	②	③	④	⑤
occurs often	①	②	③	④	⑤
is routine	①	②	③	④	⑤
	①	②	③	④	⑤

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